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Problems L2 Learners Encounter

With Metaphor in Discipline Specific Text.

**The Case of 3rd Year Students of Economics at University of Mohamed
Kheider of Biskra**

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Problem of L2 Learner Encounter with Metaphor in Discipline Specific Text

The Case of Third Year LMD Students

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Dedication

I dedicate my dissertation work to Allah that gave me the power to continue

Special dedication to my parents for their endless love, support and encouragement

Special dedication to my husband Mustapha & to our fruit of love

♡ Sérine.Farida ♡

Special thanks to my only brother Abderrahmen

Special thanks to my sisters Hana, Mouni, Aicha, Houria

Nabila, Rahima, Meriem

their words of encouragement and push for tenacity ring in my ears.

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Special thanks to the one who always push me to the right way Wassila

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Abstract

Metaphor is seen to pervade all language and, being our primary means of conceptualizing abstract and complex phenomena into more concrete and easier-to-understand terms. Native speakers use metaphor automatically and without effort, often without noticing, which leaves second language learners at risk of misunderstandings. Metaphor is recognized as having an unambiguous importance in language learning notwithstanding the general lack of research in the TESOL field. Research has presented evidence that non-native English speaking students participating in academic lectures in English have difficulties comprehending metaphor. This study sheds light on the difficulties experienced by university students in the comprehension of metaphor in academic reading in a discipline specific context with a view to ultimately identify the comprehension strategies drawn on by such students to comprehend metaphor. In order to gain insights into the problems encountered by L2 university students, a descriptive methods approach was adopted. The study comprised administering two semi constructed questionnaires to both teachers and students of third year LMD. The results were analyzed in order to identify the problems encounter L2 learners with metaphor. The outcomes from the study contribute to a better understanding L2 reading and expand the knowledge of metaphor in L2 reading comprehension for both learning and teaching purposes within the academic contexts.

Keywords: *metaphor, metaphor awareness, metaphoric processing, metaphorical competence, second language learning.*

List of Abbreviation

CMT: Cognitive Metaphor Theory.

EFL: English as a Foreign Language.

ELT: English Language Teaching.

ESP: English for Specific Purposes.

FL: Foreign Language.

L1: First Language.

L2: Target Language.

MC: Metaphoric Competence

SLA: Second Language Acquisition.

TESOL: Teaching English to Speaker of Other Languages.

LT: Target Language.

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General Introduction

In recent years, the development in the field of SLA has aroused the interest of L2 learners who tend to acquire the capacity to express themselves in the TL using culturally appropriate figurative language. While this capacity to produce metaphor in the TL might not appear to be vital to self-expression on the face of it, it is becoming still more obvious that the more we comprehend about language, thought, and cognition, the more we found ourselves faced with the heavy task of trying to define, clarify, and understand metaphors.

The Metaphor is recognized as having an unambiguous importance in language learning notwithstanding the general lack of research in the TESOL field (e.g., Cameron & Low, 1999a, 1999b). Research has conducted evidence that non-native English speaking learners engaging in academic lectures in English face problems understanding metaphor. Furthermore, in a specific context, Boers (2000b) argues that metaphor understanding; that is, what is felt for the reader/ listener to infer, is often exploited in Economics and Business for the persuasive purpose.

Therefore, metaphors have the potential to be a major contributor to the comprehension difficulties experienced by non-native English students. However, these specialized fields still remain under-researched in regard to metaphor and the challenges presented to non-native speaking students.

This study sheds the difficulties experienced by university students in the comprehension of metaphor in academic reading in a discipline-specific context with a view to ultimately identify the comprehension strategies drawn on by such students to comprehend metaphor.

Statement of the Problem

Although SLA researchers tell us a great deal about how L2 learners acquire an L2, they are as good as silent on the subject of metaphor and idiom, unlike their teacher-training colleagues, who are full of good ideas .Why should such an obviously ubiquitous dimension of language use be almost ignored by our field? Is it because grammatical theories have traditionally regarded metaphor as cumbersome, and we are hung up on grammatical theory? Or, is it because the metaphor is seen primarily as a literary device, so of peripheral interest to most L2 learners? Whatever the reason, if the metaphorical language is as prevalent in everyday language as the frequency counts suggest, then presumably mastery of the forms and functions of the conventional repertoire constitutes an important part of what it means to know a language. And by extension, the successful acquisition of an L2 will entail the development of a new repertoire of metaphorical language.

Aims of the Study

The main objective of this study is to provide a comprehensive image of the present scholarship in the areas of metaphor and L2 learning, also to draw teacher's attention to make L2 learners aware of the L2 conceptual system. Thus, L2 learners will be encouraged to make use of metaphorical language. The study also aims to demonstrate the strategies that readers use when encountering metaphor in their discipline specific texts.

Significance of the Study

The outcomes from the study contribute to a better understanding L2 reading and expand the knowledge of metaphor in L2 reading comprehension for both

learning and teaching purposes within the academic contexts also to encourage learners to investigate and compare metaphors in L1 and L2.

Research Questions

Through this work we try to answer the following questions:

- What problems do L2 university students experience with metaphor with reading the academic text?
- What strategies do L2 university readers draw on to understand metaphor?

Hypotheses of the Study

The main hypotheses in this study are that although university students are generally competent at using English when it comes to reading in English, metaphorical expressions can be the source of comprehension problems.

Methodology

The Sample of the Study

The sample is made up of 5 teachers of ESP, who have grade of license and magister at university of Biskra and I have chosen randomly about 45-50 students from third year LMD because of the number and the time of the study.

The Research Method and Tools

The population of the present study consists of the teachers of ESP at the University of Biskra and the third year LMD students of Economics. The research tool adopted is a semi constructed questionnaire to teachers and students. Since the research studies directly local students at the University of Biskra; the questionnaire was administered to gather data and access to the respondents attitudes and opinions which comes to be the most useful and effective technique; it has been relied on

questionnaire as descriptive method where it was administered for both teachers of ESP and third-year students of Economics at University of Biskra.

Outline of the study

This thesis is divided into three chapters. The content of each chapter is as follows:

Chapter one

The first chapter initiates the study. It starts off with a presentation of the purpose of the study. Next, the research questions are presented along with the corresponding research aims. After that, the significance of the study is addressed. The chapter concludes with an outline of all three chapters presented in this thesis.

Chapter two

The second chapter presents the theoretical framework related to the study. It begins with a brief account of metaphor then builds towards the working definition of metaphor used in this study drawing on a cognitive view of metaphor, then presents different types of metaphors. Next, it describes the role of metaphor in second language learning, by introducing the theory of conceptual metaphor. The chapter highlights the comprehension problems and the factors influencing comprehension expressed by L2 learners, followed by a summary of the chapter.

Chapter three

The chapter outlines the methods employed to fulfill the objectives of the study. It describes the research methods, the participants and the design of the study. Next, it describes both of the teacher's and students' questionnaires followed by the quantitative results of the respondents. The chapter then moves on to the discussion of the results together with a summary of the findings. The chapter concludes by presenting major findings and their implications for practice, and giving suggestions for future research.

Chapter one

General Background about Metaphor

Chapter One

General Background about Metaphor

Introduction

This chapter examines the specific area of research related to the present study; it starts by introducing the role of metaphor in everyday language and its importance in foreign language learning. The chapter looks more precisely to identify the comprehension problems and problems that L2 learners encounter in reading at the university level. The chapter concludes by indicating the omnipresent nature of metaphor and the difficulties metaphor can present for L2 readers as learners of English as a Foreign Language (EFL).

A Brief Account of Metaphor

Etymology

The English word *metaphor* derived from the 16th-century Old French word *métaphore*, which comes from the Latin *metaphora*, "carrying over", in turn from the Greek μεταφορά (*metaphorá*), "transfer", from μεταφέρω (*metapherō*), "to carry over", "to transfer" and that from μετά (*meta*), "after, with, across" + φέρω (*pherō*), "to bear", "to carry" (Henery & Robert).

Definition of Metaphor

According to The *Oxford English Dictionary*, "metaphor" is "the figure of speech in which a name or descriptive term is transferred to some object different from, but analogous to, that to which it is properly applicable." (Oxford: Clarendon, 1989).

A metaphor is that figurative way of speaking in which one thing is spoken in terms which are seen to be suggestive of another. The famous example of metaphor in English literature is the "All the world's a stage" monolog from *As You Like It*:

*All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances[...]*

(W. Shakespeare, "As You Like It: Entire Play". *Shakespeare.mit.edu*.

Retrieved 4 March 2012).

In this quotation, Shakespeare uses the word “stage” figuratively to mean “the world” in order to convey an understanding about the life and how people behave within it.

The notion of metaphor has undergone great change over the years. In a traditional sense, it regarded as an “implicit comparison between a metaphorical expression and literal paraphrased based on underlying analogy or similarity” (Yu, 1998, p.10). The next section will describe the chronological development of research about metaphor to provide a clear understanding of the origin of definitions and presuppositions related to the discussion so far.

History of Research Concerning Metaphor

Until this century, researches made on metaphor were mainly based on the conviction that metaphor is essentially a rhetorical device, in the sense that it brings embellishment to thoughts and arguments expressed in literal discourse. As a literary embellishment, metaphor adds polish and appeal to statements which assume their “pure” form in strictly “literal” language.

Aristotle was one of the first who establish a comprehensive study of metaphor; his studies were not only the oldest but also the most powerful. Aristotle considered metaphor to be intellectually superior to normal language (S. Julienne, 2014) He is believed to be the first to provide a definition of metaphor in writing, which appeared in *Poetics*, and received further treatment in *Rhetoric*:

“ [m]etaphor consists in giving the thing a name that belongs to something else; the transference being either from genus to species, or from species to genus, or from species to species, or on grounds of analogy” (Aristotle, translated by Bywater, 1952, p.56).

According to Aristotle, metaphor as a useful device can require the art of persuasion in philosophy to carry weight in the political world. He also considered that the notion of similarity as a driving force in processing metaphor, in the sense that philosopher should be able to find similarities in things that are apart (Robert C. Stallman, 1999, p12).

Modern theorists, on the other hand, ignored the decorative function of metaphor. With the demise of positivism around the middle of this century, the subject of metaphor came in for re-evaluation, not primarily as a figure of speech, but for its unique ability to express real meaning (Robert C. Stallman, 1999), insisting that at the heart, metaphor is a powerful cognitive device and expresses ideas that cannot be restated in plain language without a loss of meaning (R. Stallman, 1999, p.9).

Types of Metaphor

Rhetorical theorists subdivided metaphors in different ways, in which they based on various criteria, from complexity to the level of usage. The commonly used in L2 education are conceptual metaphor and conventional metaphor.

Conventional Metaphor

A metaphorical expression that is usually expressed in everyday language, for example, *coming to fruition*, *dying on the vine* and *offshoots of daily events* (Lakoff & Johnson, 2003), such as these metaphors are very common and usually go unnoticed. They called also frozen/dead metaphors because they are seen to be more fixed and

usually require very little effort for the native speaker. (e.g. Kittay, 1989; Knowles & Moon, 2006; Littlemore, 2001a).

Novel Metaphor

This kind of metaphor enables a new way of thinking; it is usually more noticeable and requires some effort in processing by the reader/listener in order to understand its meaning (e.g. Kittay, 1989; Knowles & Moon, 2006; Littlemore, 2001a). It is important to notice that metaphors that are typically conventional for a native speaker, however, may be experienced as novel for an L2 learner, even for more proficient learners (Littlemore, 2001a, 2002, 2004a, 2004b; Littlemore & Low, 2006a, 2006b).

Conceptual Metaphors

In cognitive linguistics, conceptual metaphor, or cognitive metaphor, refers to the understanding of one idea, or conceptual domain, in terms of another. A conceptual domain is any coherent organization of experience (Lackoff & Johnson, 1980). Lackoff and Johnson (1980, 1999) considered the conceptual metaphor as an important framework for thinking in language, It is widely used to understand models and theories. An example of this is the understanding of quantity in terms of directionality (e.g. "the prices are rising"). Life as a journey: some of us *travel* hopefully, others seem to have no *direction*, many *lose their way* (Lakoff and Johnson, 1980).

Working Mechanism of Metaphor

There are five elements in the mechanism of metaphors, that is, metaphor producer, metaphor receiver, source domain, target domain and context.

Metaphor Producer and Receiver

They consist of participants who have cognitive ability and well know the context in which the metaphor is in. cultural factors, background information, and cognitive models, that altogether shape the ground on which a metaphor can stand (Zhang & Hu, 2005).

The target domain may not be straightly projected onto the source domain, which process will definitely requires the involvement of the subject, for without whose involvement similarity between two things that are not of the same kind. Their roles become still greater when talking about metaphor can create similarities, for similarities between source domain and target domain, are created by human beings in the process of exploring the world and those similarities will remain unknown to us without such metaphorical expressions (Zhang & Hu, 2005).

Interaction between Source Domain (A) And Target Domain (B):

- Mapping process: It can be imagined as a process of projecting features of the target domain onto the source domain, in which process context plays an essential part, for it can on the one hand provide relevant background knowledge and on the other hand can help to eliminate irrelevant features (Hu, 2005).
- Mapping results, Features of source domain will in return interact with that of the target domain, which determines the formation of the focus information.
- Cognitive subject, under the influence of interaction between A and B, will naturally activate relevant information and process it; meanwhile checking processing irrelevant information to ensure processing efficiency. By dint of subject's activating mechanism and checking mechanism, one or more

features of A and B after mapping and interaction, will find their equivalent feature in each other, thus, metaphorical meaning is acquired (Hu, 2005).

When a metaphor is formed, it may have several metaphorical meanings because of multiple equivalent features in the source domain and target domain. For example, in the sentence, he is a *mule* only stubbornness can be projected onto him, though a *mule* has several traits and other traits like long ears, feeding on grass, is eliminated due to the cognitive power of the subject. Metaphorical meaning will for certain change if we replace mule with fish because another mapping process is established. In the new process, two traits of the fish slipperiness and a big capacity are projected onto him in spite of its other traits.

In conclusion, the establishment of an image depends heavily on the interaction between source domain and target domain, either of which changes will definitely lead to a change of the other.

Context

Context has a huge impact to decoding and recognizing metaphors. Besides, there exists to an interaction between context and subject, for that reason it had been proposed that metaphor comes up near to perspective of pragmatics, for no linguistic elements can stand being isolated from the context.

In sum, working mechanism of a metaphor is a cognitive mechanism which is based on the interaction between the five elements producer and receiver, source domain, target domain and context.

Characteristics of Metaphor

The most important characteristics of metaphors are namely universality, systematic character, and power of enriching semantic meaning.

Universality

According to Lackoff and Johnson's investigation about the use of metaphor "70% of expressions in language derive from metaphorical concepts", it means that metaphor became a spotlight for many fields of philosophy cognitive science, artificial intelligence, psychology, sociology, and education. For instance, in physics, we come to know what electricity is in terms of understanding the intangible water we are familiar with, hence expressions of flow of electricity, the pressure of electricity, the obstacle of electricity, to name just a few. Metaphor, used in our daily thinking and acting is an omnipresent principle of human languages and makes abstraction possible, therefore, it is a must to think in metaphor Ortony (1929) held: all languages are of metaphorical quality.

Systematic Characters of Metaphor

Different conceptual metaphors do not work independently, as Lackoff and Johnson (1980) put it, metaphorical entailments can characterize a coherent system of metaphorical concepts and a corresponding coherent system of metaphorical expressions for those concepts. For instance, in English, there are three metaphors related to time, namely,

- Time is money.
- How do you spend your time these days?
- That flat tire cost me an hour.
- Time is a limited resource.
- You don't use your time profitably.
- You are running out of time.
- Time is a valuable commodity.
- I don't have the time to give you.

- Thank you for your time.

(Lakoff & Johnson, 1980).

Knowledge of what money, limited resources, and valuable commodity are in mind, these metaphors can facilitate our understanding of the abstract concept time. The three metaphors well agree with each other and mingle into a harmonious whole, for money is in modern society a limited resource while a limited resource is a commodity. In other words, time is money entails time is a limited resource while the latter entails time is a valuable commodity.

Power of Enriching Semantic Meaning

Metaphor, in linguistic system, is to endow with a word new meaning and extension of meaning, and a bridge of the known and the unknown. The metaphor makes one semantic domain map onto another (Lackoff & Turner, 1989). Cognitive semantics holds acquisition of new lexical meaning is by no means groundless and is grounded on the cognitive structuring which makes different meanings of one word relate to each other in a reasonable way.

The next section will briefly introduce the concept of metaphor and its presence in everyday language, especially in the business domain.

Conclusion

In order to explore the problems metaphor may contribute to L2 university students' reading experience; this study explores the theoretical understanding of metaphor in language and shows its ubiquity in our daily life. How metaphor is processed is still under debate; however, insights from these processes seem to overlap to some effect with what is known about reading processes. So as to explore metaphor in L2 reading, this study also explores the theoretical underpinnings to L1 and L2 reading.

Chapter Two

Metaphor in Language

Chapter Two

Metaphor in Language

Introduction

According to Lackoff & Johnson (1980), metaphor plays a crucial role in all languages and communication by which abstract and complex phenomena are conceptualized in more concrete and easier-to-understand terms (Lackoff & Jonson, 2003). Metaphor is also characterized by their effectiveness by providing an explanation, description, clarification and expression as well as a way of communicating abstract and difficult concepts more effectively than through literal language (Knowls & Moon, 2006). In addition, metaphor helps the writers to "make connections in a few words, that would take lines of writing, or long stretches of speech to make in a more literal way" (Carter, goddard, Reah, Sanger, & Bowring, 2001, p.84). Moreover, ideas can be expressed through metaphor (Lakoff & Jonson, 2003).

This study understands metaphor to be: "the bringing together of two very different concepts in a linguistics expression that encourages some meaningful transfer of sense in interpretation" (Cameron & Low, 1999, p.77).

Theories of Metaphors

Theories of metaphor fall between two general approaches: the Traditional and Conceptual views.

Traditional view

The modern debate about metaphor as being more than a rhetorical device started around the 1930's when I.A. Richards (1936) published *The Philosophy of Rhetoric* drawing on Aristotle's approach to metaphor and establishing comparison

theory. However, Richards argued that metaphor is more than a comparison; it involves some sort of interaction. Richards argued that, when we use a metaphor we have two thoughts of different things active together and supported by a single word, or phrase, whose meaning is a result of their interaction" (Richards, 1936, p.93). He also introduced elements for the comparison, which are useful when discussing lexical metaphor: tenor and vehicle.

- **The tenor** refers to the principle subject of the metaphor.
- **The vehicle** is the term in which the metaphor is carried (transported).

The tenor is not a metaphor on its own. It collaborates with the vehicle to "give a meaning of more varied powers than can be ascribed by either" (Richards, 1936, p.100). What carries the common characteristics of the tenor and vehicle is the ground, the result of the relation between the tenor and vehicle. As Richards (1936) points out, **the ground** is either found easily or in some cases requires more recondite knowledge, which is referred to as the tension. The metaphor's tension illustrates how the tenor and vehicle are contradictory. For example:

- I. He is a *pig*
2. The students yelling was *music* to the teacher's ears

In this theory, Example I., *He* is the tenor, and *pig* is the vehicle and the ground is the result of the relationship between a person and a pig; that is, the person has similar qualities of a pig such as being untidy, greedy, rounded in build and so forth.

Metaphors, such as in Example 1, are seen as relatively simple to comprehend, if the reader has in their knowledge domain, the characteristics of a pig and the characteristics of a person. However, the ground is either found easily or in some cases more complex knowledge is required. Richards (1936) refers to this as **the tension** as in Example 2. Students yelling is the tenor, and music to the teacher's ears

is the vehicle. The notion of students yelling is possibly not what a teacher normally embraces; therefore, there is a contradiction between the tenor and vehicle. However, if the students had been on a summer break and the school had been quiet and empty, the teacher may be glad to hear the return of the students. Alternatively, the yelling might indicate to the teacher that the normally quiet students are actively participating in their group work, which would then be a joy to the teacher. Conversely, the reader may struggle to find the ground or tension or totally misunderstand the metaphor without the contextual knowledge. This context theory of meaning was introduced whereby the analyses of metaphor remained focused on words (Muller, 2008).

Richard argues that if the ground is less certain, it will most likely be the cause of misunderstanding problems for L2 readers, as result it will prevent the metaphor from being successful (Richards, 1936). Alternatively, Black (1979) argued that metaphor is not only a simple comparison between two concepts, by adding systematically the role of context into the concept of metaphor (Black 1962, 1979). He also recognized that a tenor and vehicle are necessary and that metaphor is more than a comparison of two things, it is an entire system of associated meanings (Black 1962, 1979).

Black's interaction view involves "two thoughts of different things active together and supported by a single word, or phrase, whose meaning is a result of their interaction" (Black, 1962, p.38). In his analysis, Black (1962) calls the single word or phrase the focus and the surrounding context, the frame. He argues that the interaction between the focus and the frame is what creates a new meaning, a meaning that is not the same as the focus meaning in the literal or substitution sense. Each frame extends the meaning of the focus and hence, the reader must remain aware of both the old and new meanings.

However, according to Searl (1993) the interpretation of metaphor goes through three stages; first, the recognition of the metaphorical expression (Searle, 1993). Second, the search for a possible alternative meaning by referring back to the metaphor vehicle and deciding what features the vehicle has that may be present in the tenor. Third, deciding the writer's intention by going through the possible features of the vehicle. This complex process is affected by factors such as context, prior knowledge and shared knowledge, or common ground (Searle, 1993).

In sum, the traditional view, the metaphor is seen as a linguistic phenomenon that falls typically in the area figurative language. Further, it considers metaphor as purely a matter of words linking substitution of literal words with metaphoric words. The traditional view also works on the principle of transference of qualities from one thing to another, such as in He is a pig, which is a result of using the vehicle in place of conventional language.

Conceptual View

According to the conceptual view, the phenomenon of metaphor is not constrained to similarity-based extensions of meanings of individual words; instead, it is viewed as a figure of thought rather than a figure of language (Steen, 1999, 2002; Steen & Gibbs, 1999). In the conceptual view, metaphor as concepts are independent of the linguistic system but rely on linguistic expressions (metaphorical expressions) to realize the concept. The most influential variant of the conceptual view is the Conceptual Metaphor Theory (**CMT**) that was first explored by George Lackoff and Mark Johnson in their book *Metaphors We Live By* (1980), in which they described how everyday language is rich with metaphors we may not always notice.

▪ **Conceptual Metaphor Theory**

Metaphors under the CMT involve understanding one mental domain of experience in terms of another (Lakoff & Johnson, 1980). In another word, Conceptual metaphor, or “source-target domain mapping” , is thus a generalization over a set of individual metaphorical expressions that covers multiple cases in which one domain can be described using the language of another. This understanding is made possible by what cognitivists refer to as *metaphorical mapping* which is a mechanism for representing and reasoning about a target domain in terms of a source domain: a uni-directional mapping that takes place at the conceptual level and realized on the linguistic level. Generally, and in this study, metaphor concepts are represented in small capitals, such as ARGUMENT IS WAR, and the realizations of the concepts as metaphorical expressions are represented in italics, such as *the claims are indefensible* (Lakoff & Johnson, 1980, 2003).

The CMT holds that metaphorical expressions (also known as linguistic metaphors) are merely different realizations of productive underlying metaphors; however, it is these realizations that this study argues to cause problems for L2 readers. Lakoff and Johnson (1980) use the concept ARGUMENT IS WAR, to show how metaphorical expressions are produced:

- He attacked every *weak point* in my argument.
- His criticisms were *right on target*
- I *demolished* his argument.
- I've never *won* an argument with him.
- You disagree? Okay, *shoot!*
- If you use that *strategy*, he'll *wipe you out*.
- He *shot down* all my arguments.

The CMT argues that metaphors are not merely linguistic expressions because if they were, it would be expected that different linguistic expressions would be different metaphors (Lakoff, 1993). For example, *we've hit a dead-end-street* could be one metaphor, *we can't turn back* could be another and *their marriage is on the rocks* could be yet another. Although these examples are different expressions, they all seem to constitute the metaphor in which love is conceptualized as a journey. In other words, these surface level metaphorical expressions are systematically related by realizations of one underlying conceptual metaphor. “They are seen as different sub-metaphors that are possibly a part of a broader conceptual system and “jointly provide a coherent understanding of the concept as a whole” (Lakoff & Johnson, 1980, p.9). For example, the metaphor A JOURNEY IS UNPREDICTABLE ties in with another conceptual metaphor LOVE IS CHALLENGING. This suggests a tight mapping in the source domain of *love* corresponding systematically in the source domain of *journey* with the overall concept of LOVE IS A JOURNEY; therefore, making metaphor expressions such as *we're at a crossroad* possible.

According to Lackoff and Johnson (1980) conceptual metaphors can be subdivided into three types: *Structural, Orientational, and Ontological*.

Structural Metaphors: are probably the most common type of conceptual metaphor and are constructed from one conceptual structure to another; that is, one concept is understood and expressed in terms of another well-defined structured concept (S. Julienne, 2014). Structural metaphors help us use words concerning one concept to talk about another concept as use in the most discussed examples mentioned above and as follows:

- LOVE IS A JOURNEY
- We're at a *crossroad*
- We have to go our *separate ways*

Orientalional, just as the name suggests, are metaphors that are concerned with spatial orientation: up-down, in-out, front-back, on-off, deep-shallow and central-peripheral, and unlike structural metaphors, they organize "a whole system of concepts with respect to one another" (Lakoff & Johnson, 1980, p14). These metaphors explain the concept of bodily orientation in our physical environment. For example:

- HAPPY IS UP / SAD IS DOWN
- Their spirits were *raised* I'm a bit *down* today

Ontological Metaphors, just as orientational metaphors, help in understanding our physical environment. They help understand experiences in terms of objects and substances. The most typical kind of ontological metaphor is the CONTAINER metaphor. Lakoff and Johnson explain that "each of us is a container, with a bounding surface and an in-out orientation; we project our own in-out orientation onto another physical object that is bounded by surfaces" (Lackoff & Johnson, 1980, p.29). These container metaphors are also based on the fact that we view our own bodies as entities or containers. For example:

- THE MIND IS A CONTAINER
- *I can't get this song out of my head/mind*
- *I need to clear my head*

These three conceptual metaphor categories can be seen in typical business texts used in Business and Economics studies at universities (see Table 1). This table provides examples of the typical conceptual metaphors found in business texts and metaphorical expressions used to realize the concept.

Structural Metaphors	
ECONOMIC ACTIVITY	Sign of recovery A lapse in
Orientational Metaphors	
MORE IS UP; LESS IS DOWN	Prices soared Prices fell
Ontological Metaphors	
ECONOMY IS A CONTAINER	To invest in To take out of

Table 2.1: Example of conceptual metaphors and their metaphorical expressions in business discourse (S. Julienne, 2014).

These categories can be helpful in that they can shed some light on what types of metaphors are difficult for L2 readers, as in this study; however, these categories can be somewhat problematic. Lakoff and Johnson (2003) state that, "metaphors tend to be both structural and ontological, and may additionally be orientational" (p264); that is, metaphor identifies systematic transfers of ontology, structure and/or orientation from one domain (the source domain) to another domain (the target domain). Therefore, it is difficult to categorize metaphors into these types, although they do give insights into what could be potential cultural differences and also shed important light on the discipline specific metaphor types (S. Julienne, 2014)

Conventionally

As mentioned before, conventional metaphors such as branch are seen as so common and normally go unnoticed; that is, they require little or no effort in understanding. However, this thesis argues that conventional metaphors can be very much 'alive' for non-native speakers and can possibly be the cause of comprehension

problems or misunderstandings for I-2 readers. For example, a native speaker of English would probably not consider branch as in the branch of a bank as metaphoric, although this may not be the case for non-native speakers.

Many conventional metaphorical expressions are also seen as idioms (Lakoff, 1993). The traditional view of metaphor sees idioms as arbitrary meanings (e.g. Gibbs, 1980, 1992, 1994; Gibbs, Bogdanovich, Sykes, & Barr, 1997) the CMT views idioms as motivated from conceptual systems. For example, idiomatic phrases such as, lose your cool, blow your stack, hit the ceiling, flip your lid, are all motivated by the conceptual metaphor ANGER IS HEATED FLUID IN A CONTAINER (Gibbs et al., 1997). Both *conventional* and *novel* metaphorical expressions can be manifested from the same conceptual metaphor. Kövecses (2002, p.31) LIFE IS A JOURNEY in Robert Frost's poem 'The Road Not Taken' exemplifies this phenomenon:

LIFE IS A JOURNEY

He had *a head start* in life

Two roads diverged in a wood, and I —

I took the one less travelled by,

And that has made all the difference.

Example 4., *two roads diverged and the one less travelled by*, demonstrates the unconventional or novel use of LIFE IS A JOURNEY. Whereas in Example 3., *head start*, for native speakers of English, this metaphorical expression has been worn out and conventionalised into the language. Although metaphorical expressions similar to Example., 4. are used more in the arts (Covecses, 2002), any creative language user can produce novel metaphorical expressions such as those in business texts.

Steen (2007) studied how conventional metaphorical expressions can also be novel. As Lackoff and Johnson (1999) explain, novel metaphorical expressions are created from our changing environment and help to understand the unfamiliar. For example, the word mouse:

My daughter has a pet *mouse* (literal) Are you a man or a *mouse* (novel metaphor)? I bought a new *mouse* for my computer (conventional metaphor).

The degree of conventionality, as discussed above, varies and depending on the individual's background knowledge/prior knowledge and what they bring to the reading process, will largely impact their comprehension. This is a particular disadvantage for non-native speakers, as conventionality will depend on their familiarity with concepts, language and culture.

Metaphor in Culture

A culture greatly influences attitudes, values, traditions, ideas and beliefs (Renz, 2009). According to Gibbs (1992) the influence of cultural background and social communities on metaphor cannot be underestimated, because metaphors structure our thinking, reasoning and understanding. However, these social and cultural uses of metaphor can vary across languages and cultures and hence pose problems and potential misunderstandings in interpretation for L2 speakers. One reason is that what is metaphoric for some language users is not necessarily metaphoric for others (e.g. Cameron, 2003; Kovecses, 2005; Steen 2007). Quinn (1991) argues that other metaphors are socially and culturally dependent or are even individually acquired. Hence, some conceptual metaphors are found across cultures while others can be culture-specific.

The influence of an L1 in metaphoric processing has been explained as the result of the cultural background and expectations of that language, which affects the way learners conceptualize the target language (Sharifian, 2007; Yu, 2007) and process metaphors in the target language (Boers, 2003; Kövecses, 2004). It is important that learners discern the way figurative language is used in a particular culture because learning a language means learning about a culture (Bailey, 2003) and becoming culturally accepted by a group (Atkinson, 1999). Because metaphor is both universal and culturally specific (Kövecses, 2005; Sharifian, Dirven, Yu, & Niemeier, 2008), a number of configurations of the relationship may occur between conceptual metaphor and metaphorical linguistic expressions between two languages (Boers, 2003; Deignan et al., 1997; Kövecses, 2003). Alternatively, Studies of embodiment and emotion, for example, have determined that metaphorical expressions used to express emotions such as *anger* or *happiness* are often viewed as similar across cultures (Lakoff & Kövecses, 1987; Lakoff & Johnson, 1999; Kövecses, 2002; Yu, 1998, 2008).

For the subject of this study, describing metaphorical expressions and identifying the cultural difference in languages will help to identify problems experienced by L2 readers in understanding metaphor.

The following section explores the impact metaphor has on L2 students in discipline specific fields. However, there will be a primary focus on business and economics as this is where this study is situated. Although there are few studies that have been conducted in the field, those that are discussed are especially enlightening as they are enriched with insights as to how metaphor operates.

Metaphor in Economics and Business Education

A considerable amount of attention has been brought to metaphor in economics and business due to the frequency of metaphors found in this discipline. In contrast to most other disciplines, economists themselves have drawn attention to the role metaphor plays in economic texts. McCloskey (1983) explains that metaphor in particular is the language that economists use, suggesting that "Rio say that markets can be represented by supply and demand "curves" is no less a metaphor than to say that the west wind is "the breath of autumn's being" (p.502). McCloskey further argues that metaphor is essential to economic thinking and being aware of metaphor in economics "would be an improvement on many counts" (1983, p.507).

The Role of Metaphors in Second Language Learning

The Concept of Metaphoric Competence And L2/FL Studies On

Metaphoric Competence

In second language domain, the emphasis is usually placed on grammatical or communicative competence to improve learners' proficiency in the target language (Danesi, 1988). Metaphorical competence following Chomsky's linguistic competence and Hymes' communicative competence (1972) has interested a number of L2 researchers (Gardner and Winner, 1978; Low, 1988; Danesi, 1993; Littlemore; 2001a; Littlemore & Low, 2006). Danesi (1992) states that MC functions as a beneficial supplement for the previous two competencies and states metaphors and idioms should not be ignored in L2 curricula anymore since they hinder L2 learners from reaching a native-like production (Danesi, 1992). Metaphorical competence is an umbrella term which has been used to refer to an individual's ability in comprehension and production of metaphors (Danesi, 1993; Low, 1988; Littlemore;

2001b; Littlemore & Low, 2006). Roughly speaking, metaphorical competence includes the ability to detect the similarity between disparate domains and to use one domain to talk about or to understand something about another domain. MC is believed to consist of metaphor awareness, and strategies for comprehending and creating metaphors (Deignan, Gabrys, & Solska, 1997). Tóth (1999, cited in Berendi, 2005) makes an attempt at the definition of metaphorical competence. In his view, it is a complex competence, which develops gradually, and is constantly changing. It is based on the appearance and continuous expansion of the range of conceptual metaphors. The notion of MC is discussed by Low (1988). The current study emphasizes on alerting learners to the existence and impacts of metaphors and pedagogical approaches in ELT contexts. In addition, it attempts to identify a series of skills that could help the learner to achieve real skill with an L2/FL as MC.

Metaphor Awareness

Boers (2004) see metaphor awareness as the ability to recognize the ubiquity, underlying themes, non-arbitrary nature, cross-cultural differences and cross-linguistic variety in the linguistic instantiations of metaphorical expressions. Awareness-raising activities can highly help to improve vocabulary learning for L2 readers. Kalyuga and Kalyuga (2008) suggest raising metaphor awareness by presenting vocabulary in metaphorical chunks in conjunction with activating learners' prior knowledge to reduce a potential cognitive overload. Enhanced metaphoric awareness via activities that help participants to establish the associations between the metaphorical expression and its more concrete senses can lead to the higher retention rate of vocabulary (Boers, 2000a, 2000b, 2001; Guo, 2007). Discussing and comparing metaphors in first and target language are also effective in improving learners' metaphor comprehension and production (Deignan, Gabrýs, & Solska,

1997). In Csábi's study (2004), learners who were exposed to metaphor-awareness instruction outperformed their peers in comprehension and retention of the polysemous verbs *hold* and *keep*. In another study, Gao and Meng (2010) organized metaphorical expressions by theme for the experimental group and found similar results. Metaphor awareness-raising activities can also aid L2 learners in the reading of literature both in immediate and delayed interpretation as shown in Picken (2005; 2007). These activities, when incorporated in translation classes, can enhance cross-linguistic awareness, translation competence, metaphoric competence, learner autonomy, interactive learning and critical thinking (Sacristán, 2009).

Awareness-raising activities are generally found to be more effective than rote learning activities. Such activities are effective because they call learners' attention to the metaphoric nature of language (Gibbs, 1994; Lakoff & Johnson, 1980). However, in Boers' study (2000b), the experimental group did not perform any better than the control group in dealing with novel multi-word verbs. Thus, Boers warns that the success of metaphor awareness activities depends on the transparency of the idioms and distance between the first and target language and learners' proficiency. It stands to reason that a one-off learning experience is often not sufficient to turn metaphor awareness into long-term strategy or future skill transfer (Beréndi, Csábi, & Kövecses, 2008; Boers, 2004) or help learners overcome obstacles caused by intercultural and cross-linguistic differences (Hu & Fong, 2010). Language learners are actually aware of figurative language in use (Chen & Lai, 2012); what they need is explicit meta-cognitive instructions of the underlying conceptualization and the metaphorization of the items. The scope of the metaphor awareness studies, however, has not been extended beyond vocabulary instruction.

Metaphor Processing

From the cognitive linguistic point of view, processing metaphor by L2 learners requires activating the learners' knowledge of the source and target domains. For a language learner, this would mean the mobilization of the learned source and target domains of the target language while activating and/or suppressing features of the source and target domains of their L1 at the same time (Ha Hoang).

Littlemore and Low (2006a, p. 52) suggest that metaphor comprehension by foreign language learners' involves five psychological processes:

- **Noticing.**
- **Activation of source domain knowledge.**
- **Associative fluency.**
- **Analogical reasoning.**
- **Image formation (see also Littlemore, 2008).**

In their view, these processes should help learners to better focus on the relationship between the source and target domains, which eventually aid them in understanding how metaphors work (Ha Hoang).

Another approach to underpin L2 learners' metaphoric processing considers the strategies they use to process metaphors. Cooper (1999) found two main types:

- **Preparatory strategies**
- **Guessing strategies.**

Littlemore (2003a) listed four groups of strategies:

- **Substitution.**
- **Substitution plus.**
- **Reconceptualization.**

- **Functional reduction.**

She also found that strategies favored by ectenic learners, who need conscious control of what they are learning, were more communicatively effective than those favored by synoptic learners, who tend to rely on their intuition and pre-conscious processing. In another study, Azuma (2009) found that Japanese students relied on intuition, context guessing, their L1, mental image association and analogical reasoning to process metaphorical language. Generally, the less proficient learners use more L1 strategies, while the more proficient learners use more L2 strategies (Irujo, 1986; Jin, 2011). Transfer from L1 to the target language has proved to be an effective strategy, especially when the two languages share many features (Boers, 2000b; Irujo, 1986). Relying on L1, however, can be counter-effective, especially when learners over-generalize the effectiveness of the strategy and risk erroneous 'direct' translation (Azuma, 2009; Boers, 2000b). With this insight into learners' strategy use, it has been suggested that learners should be trained to process figurative language (Irujo, 1993; Littlemore, 2004, 2009). This is part of the claim that metaphor can help learners build a strategic competence (Holme, 2004; Littlemore & Low, 2006a, 2006b), enabling them to draw on the linguistic resources available. Littlemore (2004) sees that trained learners in metaphoric extension strategies are activated to associate fluently between the meaning and the surrounding context. Alternatively, training is useful in helping learners acquired new vocabulary, especially with highly imageable words and for students who have an 'imager' cognitive style, and prefer to process information in images.

Metaphor and Comprehension Problems

As seen in the previous studies, the presence of metaphor had caused problems for L2 learners and this section aims to discover more closely the problems faced by L2 university students in comprehending metaphor.

Many researchers highlight how difficult it is for language learners to grasp metaphors in the target language. For instance, Low (1988) hypothesizes that learners may have difficulties with the transfer between the topic (what is being talked about in a metaphor) and the vehicle (what is being used to talk about the topic). It is suggested that despite their knowledge and experience of the target language, L2 learners generally have problems processing figurative language due to the lack of what Littlemore and Low (2006a) call “native speaker competence” (p. 3), which consists of awareness of cultural conventions, cultural connotations, and figurative language repertoire.

According to Littlemore (2001c), there are two types of metaphor comprehension difficulties: *misunderstanding* and *non-understanding*. In the here study, 90% of the confusion that the participants had with lectures delivered in English resulted from misinterpretations of metaphorical language, and 145 of 180 of these items were difficult for them. Focusing on problematic language items, Littlemore, Chen, Koester, and Barnden (2011) found that about 42% of the words or phrases that a student found difficult to understand were used metaphorically. Even when the items were composed of familiar words, the participants failed to understand 41% of them. What is more pressing is the fact that they were aware of only four percent of the problematic items. When this finding is juxtaposed with the fact that metaphor is commonly used by native speaker lecturers to impart new knowledge and convey evaluative values (Camiciottoli, 2005; Corts & Pollio, 1999; Littlemore,

2001c, 2003b; Low, Littlemore, & Koester, 2008), it is easy to see the grave situation that international students face.

Factors Influencing Comprehension

In order to identify the influencing factors, L2 learners encounter in comprehending metaphors, Littlemore (2002) made a qualitative study with a non-native student following a twelve-week intensive course in English for Economics. The aim of the study is to establish whether there were any problems within the text during each session. After giving the specific text to the students, Littlemore asked them to indicate any vocabulary problems. Out of 175 items that were found to be problematic, 125 were judged by researchers to be metaphorical expressions. Littlemore (2002) also found that there were 79 cases out of the 125 where the student knew the literal meaning, whereas the remaining 46 cases were unknown to the student (L2 problem). As Littlemore (2002) concludes, these results show that metaphorical expressions are, in fact, a stumbling block for language students.

Passing from session to session, Littlemore (2002), playing the role of teacher, indicated metaphor interpretation strategies to the students such as analogical reasoning, associative fluency, and imagery that can be used in order to understand the metaphorical vocabulary when faced with difficulties. The activation of the three strategies brought a better understanding of problematic words (Littlemore, 2000a).

The next step in Littlemore's (2002) procedure was to help the learner promote the level of autonomy in her use of metaphor interpretation strategies. Two computer-based self-access activities were produced containing 13 of the problematic metaphorical expressions experienced in the previous session. These expressions were attached to image links, the student was asked to find out the meaning of the word in its context and to use image links if necessary. The following week the student was

supposed to find out the meaning of 12 new metaphorical expressions but without the image links. In addition, Littlemore was asked to fill in a questionnaire about the strategies that she used during the process. As result, the 10 successful items recorded demonstrated that student ideally used the context, a mental image, and associated concepts to help find out the meaning of the metaphorical expressions. The findings suggest that training students to pay attention to metaphor was possible, although in limited circumstances (Littlemore, 2002).

A limitation of this study in focusing only on one student and ignoring the individual differences in the way people interpret metaphors (Littlemore, 2001a; 2002). Moreover, the reading sessions were in a highly controlled environment where the teacher, Littlemore, oriented the student while reading. Under normal conditions, reading is done independently, without the teacher's support. Finally, if a student was unable to understand the literal meaning, the other strategies used to help in working out metaphoric expressions would then seem irrelevant (Littlemore, 2001a; 2002).

Conclusion

Metaphor is seen to play a central role in language and communication (Low, 1988) and as a consequence, the study of metaphor has gained widespread interest (e.g. Cameron & Low, 1999a, 1999b; Lackoff & Johnson, 1980; Littlemore, 2001a; Long & Richards, 1999; Gibbs, 1999) inspired by this interest and the pervasive nature of metaphor, applied linguists (e.g. Cameron & Low, 1999a, 1999b) have recognized the relevance metaphor has for virtually all language learners (Low, 1988).

The review of the literature in this chapter aimed to show that metaphor is pervasive in our everyday language; it can be both universal and culturally influenced and can be a learning tool for concepts and vocabulary building (S. Julienne, 2014). It showed that metaphor is prevalent in academic disciplines, particularly in Economic texts. In more recent years, metaphor studies have been undertaken in the field of TESOL and have shown metaphor to be a stumbling block for non-native speakers. However, this field of study has only scratched the surface (S. Julienne, 2014).

Another gap in the research that needs to be addressed is the nature of the problems L2 speakers encounter with metaphor. There are studies that have shown that cultural differences may be a reason (e.g. Kovecses, 2003, 2005; Charteris-Black, 2002), unfamiliar vocabulary and context (e.g. Boers, 2000a; Golden, 2010; Littlemore, 2002), and lack of metaphoric awareness (e.g. Littlemore & Low, 2006a). Further research into the problems L2 university readers encounter with metaphor would certainly be beneficial to educators in raising metaphor awareness and awareness of the strategies that can be effective in metaphor comprehension.

Chapter Three

Analysis and Interpretation of Teachers' and Students' Questionnaires

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Analysis and Interpretation of Teachers' and Students' Questionnaires

Introduction

Metaphors have the potential to be a major contributor to the comprehension difficulties experienced by non-native English speaking students. However, these specialized fields still remain under-researched in regard to metaphor and the challenges presented to non-native speaking students. To investigate this issue we found it necessary to involve third-year students and teachers of ESP course in this study by including their viewpoints concerning the subject under investigation. As stated in our methodology design, we investigated the issue following the descriptive approach based on the questionnaires to both teachers and students. This chapter is devoted to give a general description of the questionnaires in addition to the thorough analyses of the data obtained from the respondents which will allow us to build up our viewpoints about the problems L2 university readers experience with metaphors in reading specific texts, with a view to ultimately identify the comprehension strategies drawn on by such students to comprehend metaphors.

Sample

As already stated in chapter one, we selected randomly a sample of forty-five (45) of third-year students of Economics, University of Biskra. The selection of such sample was based on the consideration that third-year license students have already experienced with the concept of metaphor indirectly with their teachers in the previous years.

Limitations

The main concern of conducting this research is the sampling. Due to limited resources and time, only a small portion of the students and teachers in the university are requested to participate in the questionnaire, accordingly, the sample size may not accurately represent all the students and teachers.

The resources from previous research and studies are very limited, there is very little information available on the subject of using metaphor in learning/teaching process, and thesis made on this subject at the library of the university are even fewer.

Aims of the Questionnaire

The research tool adopted is a semi-constructed questionnaire to teachers and students. Since the research studies directly local students at the University of Biskra; the questionnaire was administered to gather data and access to the respondents attitudes and opinions which come to be the most useful and effective technique.

Students' Questionnaire

Description of the Questionnaire:

The questionnaire was administered to third-year LMD students in the branch of Economics at Mohamed Kheider University of Biskra. The number of students is fifty (50). The questionnaires' main objectives were probing the students' attitudes towards metaphors, in addition to their perception of the use of metaphor in the learning process and the strategies the use to improve their metaphorical competence. Students' questionnaire contains fifteen questions which are divided into three sections.

Section One: Background Information

The aim of this section was to identify the students' personal information. The first question covered whether they know the word "metaphor". The second question deals with student understanding of the English metaphor. The third question deals with the frequency of using metaphor in English, and finally, the last question focuses on the position of metaphor in English learning.

Section Two: Students' Understanding of Metaphor Learning

The first question of this section focus on the helpful knowledge that students have learned by learning metaphors, the second question deals with the difficulties learners encounter in comprehending metaphors, the third question covers the source of the comprehension difficulties.

Section Three: Students' Performance In Metaphor Learning

The first question of this section concentrates on how learners usually learn about metaphors, the second question deals with strategies learners prefer to learn metaphor, the third and the fourth questions focus on the students' feeling toward learning English metaphor and their efficiency in metaphor learning, the fifth and sixth questions deal with the importance of the instructions in developing metaphorical competence, the seventh question concentrates on the strategies the students perform to process metaphors in English, finally, the question eight (8) focuses on the basis of metaphorical competence.

Teachers' Questionnaire

Description of the Questionnaire

The questionnaire was administered to five teachers of ESP (or those who thought the module of ESP before) at the university of Mohamed Kheider of Biskra. The main objectives of the questionnaire are to gather data about the methods that teachers use in teaching metaphor in specific text, especially in the economic field. Besides, we wanted to know about their attitudes towards students' problems in understanding metaphors. We also wanted to probe their views about the role of metaphor in teaching process as a mean to improve the students' awareness in the field study. The teacher's questionnaire contains thirteen items which are divided into two sections.

Section One: Background Information

This section aimed to identify the teachers' professional background. The first question deals with teachers' age, the second question deals with the teachers' degrees, while the other two questions focus on the teachers' experience in the English language and the module they have been teaching at the university.

Section Two: Teachers' Perception of Metaphors

The first question of this section aimed at identifying the teachers' view about using metaphor in the teaching process, the second question focus on whether teaching English require teaching its metaphors, the third question deals with the strategies that learners should have to be metaphorically competent, the fourth question focus on describing the students' interaction vis-à-vis the use of metaphors during teaching process, the fifth question focus on using metaphor for explaining concepts in teaching, the question (6) deals with the use of conceptual metaphors in

illustrating writing practices, the question (7) focus on whether students indicate that metaphors improve their understanding of concepts, the question (8) deals with the strategies that teachers suggest to address misunderstanding issues, finally, the last question about some of the recommendation of academic skill textbooks that use effective metaphors to enhance student learning.

Analysis and Interpretation of the Students' Questionnaires

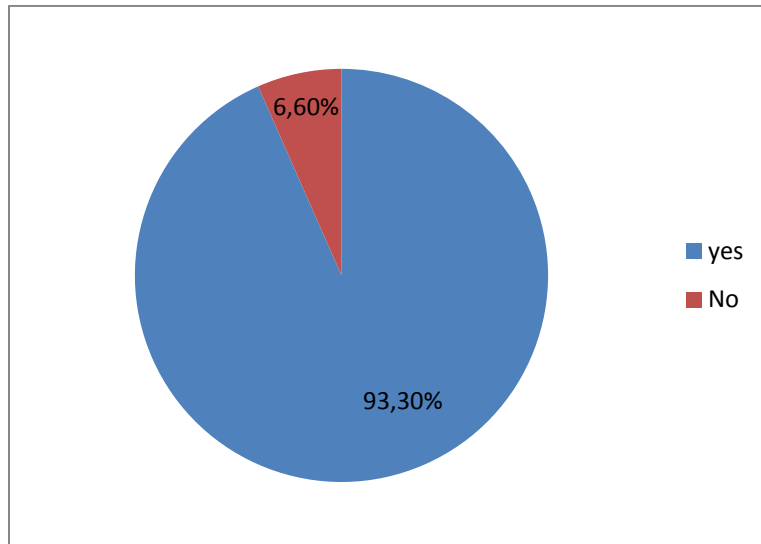
Section One: Background Information

Item 01: do you know the concept of metaphor?

- a. Yes
- b. No

Option	Participants	Percentage (%)
a	42	93.3%
b	3	6.6%

Table 2 : The students' awareness of metaphor



Pie chart 01: The students’ awareness of metaphor

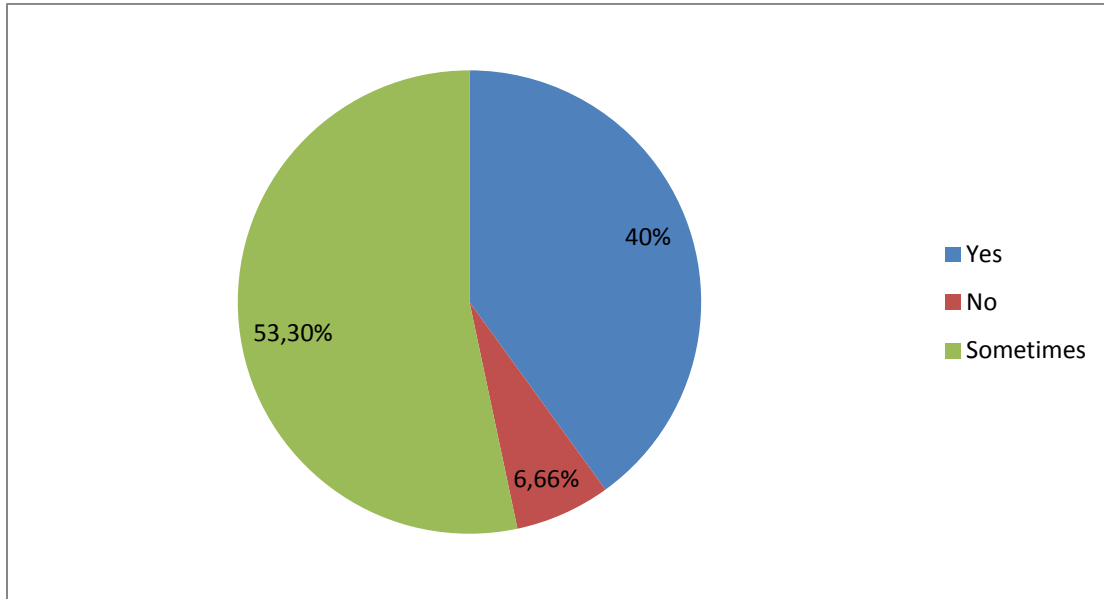
According to the results of the students’ questionnaire, the majority of participants (93.3%) are familiar with the concept of metaphor since the term is used in their daily life, however, three students (6.6%) do not have any previous idea about the word metaphor.

Item 02: do you easily understand metaphor in the English language?

- a. Yes
- b. No
- c. Sometimes

Option	Participants	Percentage (%)
a	18	40%
b	3	6.66%
c	24	53.3%

Table 3 : Metaphor understanding



Pie chart 02: Metaphor understanding

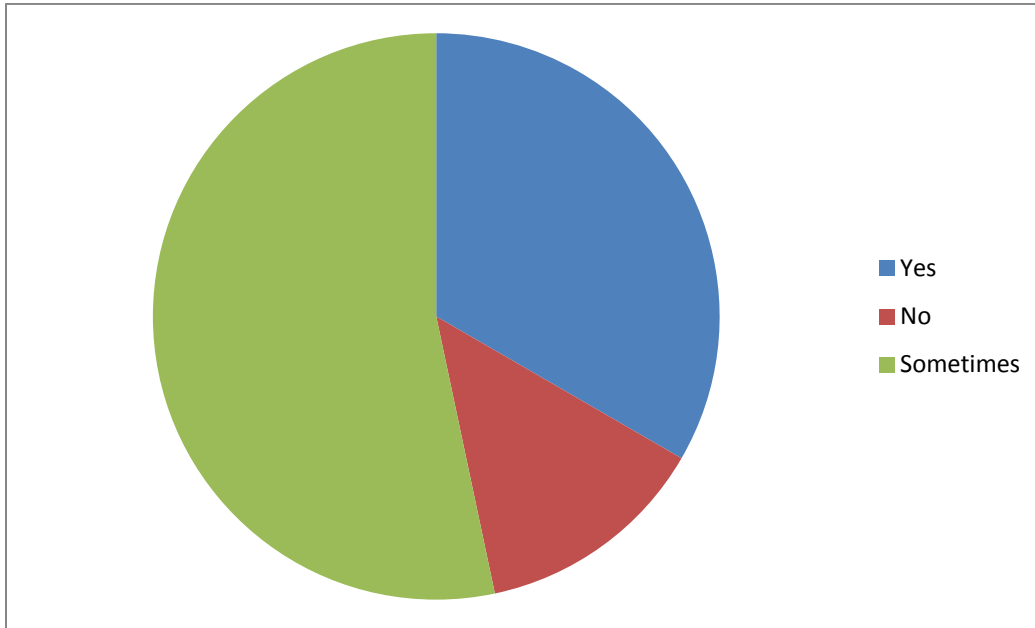
The aim of this question is to see whether students are understanding metaphor in English or not. Results showed that 40% of the students understand easily metaphors in English, 6.66% of them sometimes understand English metaphors, whereas 53.3 % of the students do not understand metaphors.

Item 03: do you use metaphor in English?

- a. Yes
- b. No
- c. Sometimes

Option	Participants	Percentage (%)
a	15	33.33%
b	6	13.33%
c	24	53.3%

Table 4: The use of metaphor in English



Pie chart 03: The use of metaphor in English

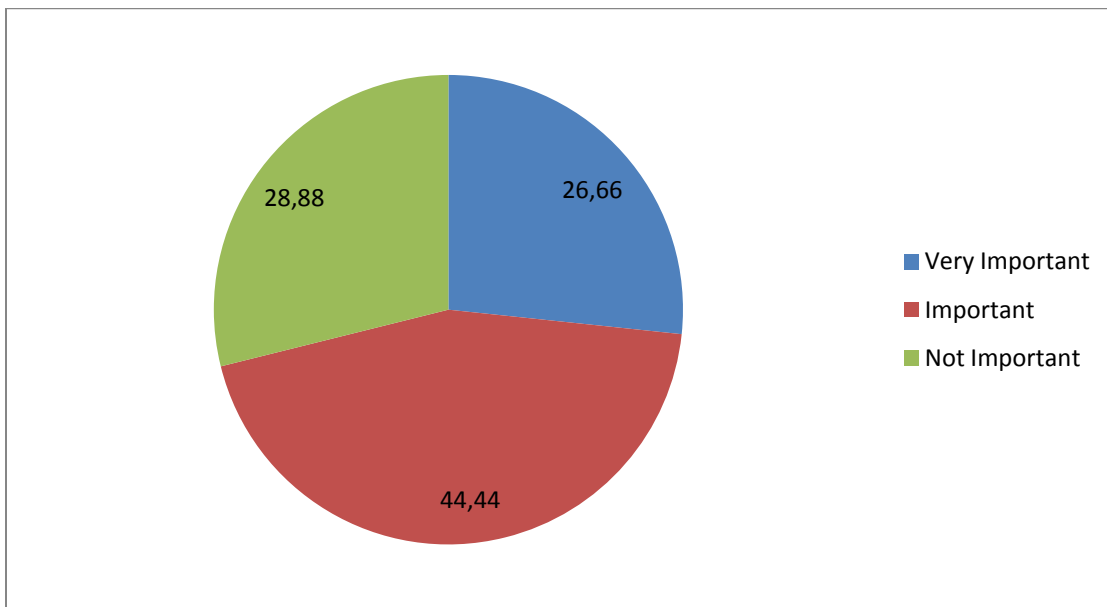
This question is totally related to the previous question, it proves that the use of metaphor depends on its understanding. As mentioned in the table below, 33.33% of the students use metaphors in English (in their conversation or chatting on social network), 53.3% of them use “sometimes” metaphors and 13.3% of the participants do not use them at all, which can be explained psychologically (anxiety, fear of making mistakes, shy...) or simply by the students’ low level in the English language.

Item 04: in your opinion, what is the position of metaphor in English learning?

- a. Very important
- b. Important
- c. Not important

Option	Participants	Percentage (%)
a	12	26.66%
b	20	44.44%
c	13	28.88%

Table 5: the position of metaphor in English learning



Pie chart 04: the position of metaphor in English learning

The table below represents the students’ point of view about the position of metaphor in the learning process, as illustrated in the pie chart n° 26.66% of them consider that metaphor is “very important” , 44.44% of the participants see that is “important” while 28.88%of the see that metaphors are “not important” . The idea that learning English does not require learning its metaphors come from considering metaphors as purely as a rhetorical device and found predominantly in the realm of poetic and figurative language.

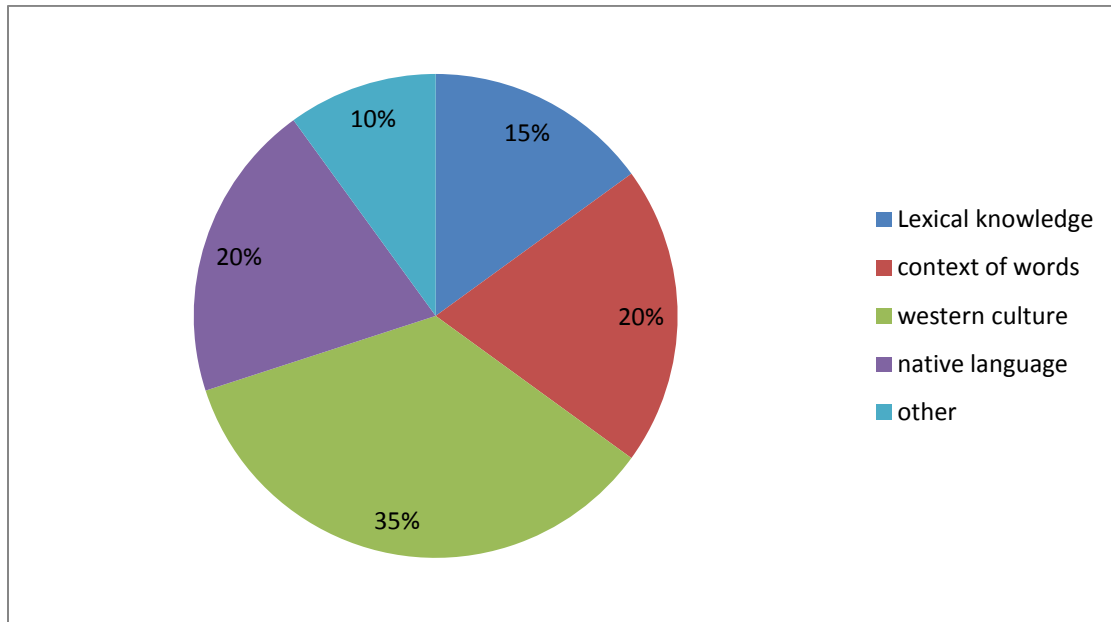
Section Two: Students' Understanding of Metaphor Learning

Item 01: in your opinion, what knowledge you have learned is helpful for your metaphor learning?

- a. Lexical knowledge
- b. Context of words
- c. Western culture
- d. Native language
- e. Other

Option	Participants	Percentage (%)
a	09	15%
b	30	20%
c	32	35%
d	30	20%
e	06	10%

Table 6: Supportive knowledge for metaphor learning



Pie chart 05: Supportive knowledge for metaphor learning

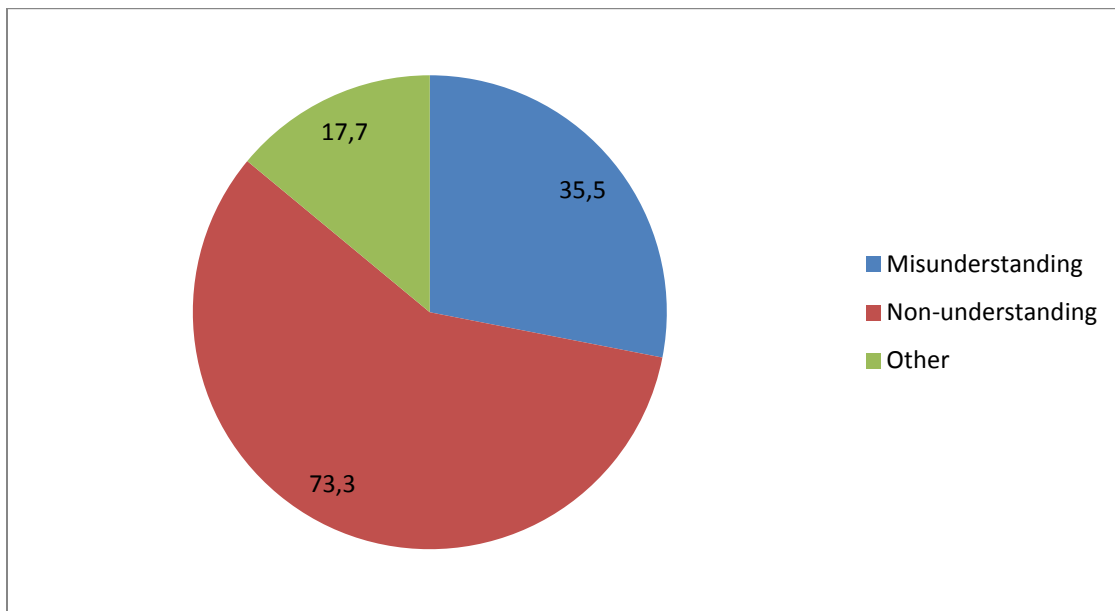
This question attempted to see what knowledge the students have learned is helpful in their metaphor learning. As presented in the table, the majority of the participants 35% denoted that “western culture” is a helpful data in learning metaphors since numerous metaphorical expression are culturally specific, 20 % of each of “context of words” and “native language” and nine of the respondents (15%) selected “lexical knowledge”. The results reveal that our participants are more interested in knowledge that comes from daily exposure more than the knowledge that comes from directed learning (educational institution).

Item 02: what are difficulties you encounter in comprehending metaphors?

- a. Misunderstanding
- b. Non-understanding
- c. Other

Option	Participants	Percentage (%)
a	04	35.5%
b	33	73.3%
c	08	17.77%

Table 7: Problems of metaphor comprehension



Pie chart 06: Problems of metaphor comprehension

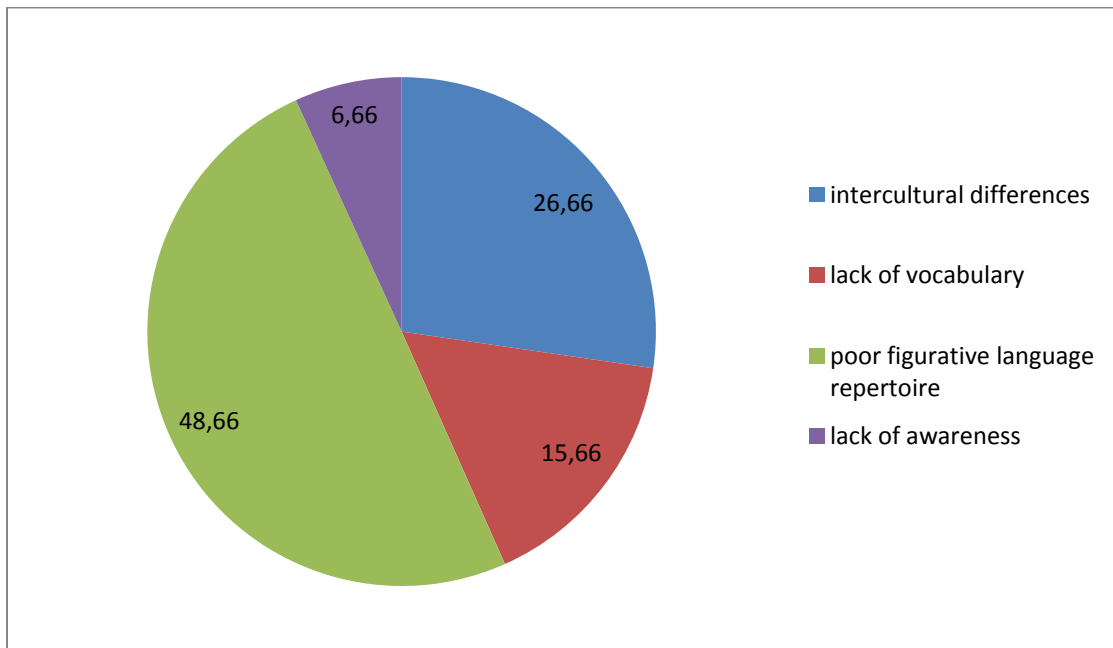
This is a very important question; it seeks to point out the main problems that learners face with metaphor. As the data collected shows, 73.3% of the participants express “non-understanding problems”, this may be caused by the low familiarity with the second language, or simply by the poor figurative language repertoire, whereas 35.5% of the respondents express “misunderstanding problems”. Readers, in this case, may find that there are too many possible meaning of a metaphor or more importantly they may not be able to find a meaning at all. 17.77% of the respondents claimed that there are “other” difficulties not mentioned in the questionnaire.

Item 03: in your view, what is the source of this issue?

- a. Intercultural differences
- b. Lack of vocabulary
- c. Poor figurative language repertoire
- d. Lack of awareness

Option	Participants	Percentage (%)
a	30	26.66%
b	12	15.66%
c	42	48.66%
d	03	6.66%

Table 8: The source of comprehension problem



Pie chart 07: The source of comprehension problem

This question is totally related to the previous question, it was clear from the above table that the results expressed were approximately similar. Most of the respondents (48 %) argued that the source of the issue is “the poor figurative language repertoire”, which is mainly caused by the non-exposure to the target language, while 26% of them claimed that the source of the issue is “the intercultural differences”, in fact, encoding metaphors depends on several factors such as the target culture, because most of the metaphorical expressions are culturally specific. Despite this, students showed optimistic and confident outlook toward other cultures since there was international awareness in social websites, like Twitter, facebook, TV...to accept and respect other cultures. As illustrated is the pie chart (7), 15.66% of the students selected “lack of vocabulary” which may be the greatest single impediment to fluent reading for non-native speakers of English, and only 6.66% of them denoted that “lack of awareness” is the source of their issue with dealing with metaphors, this can be simply explained by the ignorance caused by the low level in English.

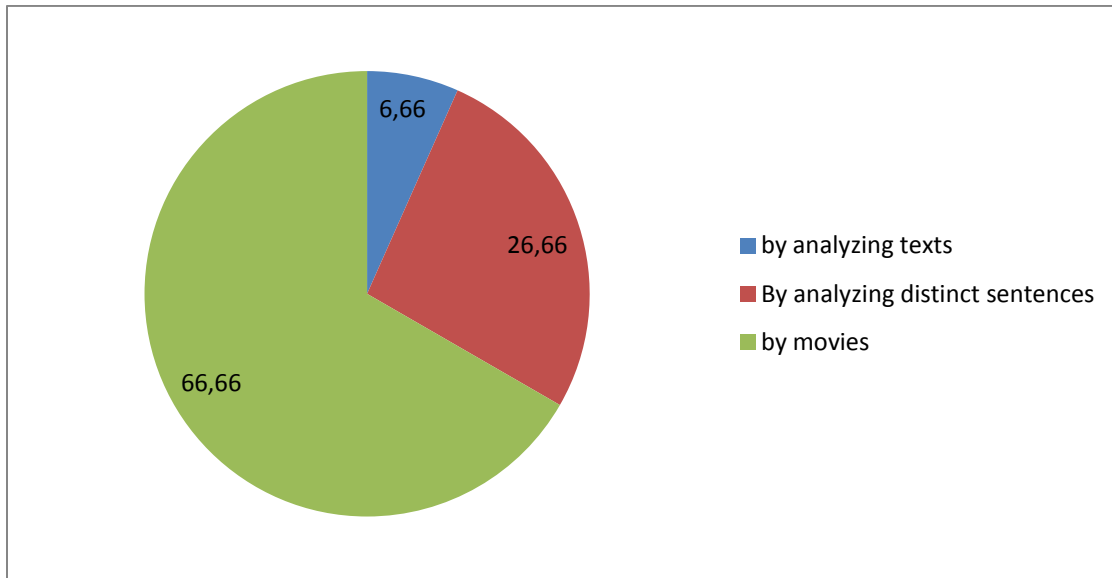
Section Three: Students’ Performance in Metaphor Learning

Item 01: how do you usually learn metaphors?

- a. Analyzing texts
- b. By analyzing distinct sentences
- c. By movies

Option	Participants	Percentage (%)
a	03	6.66%
b	12	26.66%
c	30	66.66%

Table 9: Means of learning metaphors



Pie chart 08: Means of learning metaphors

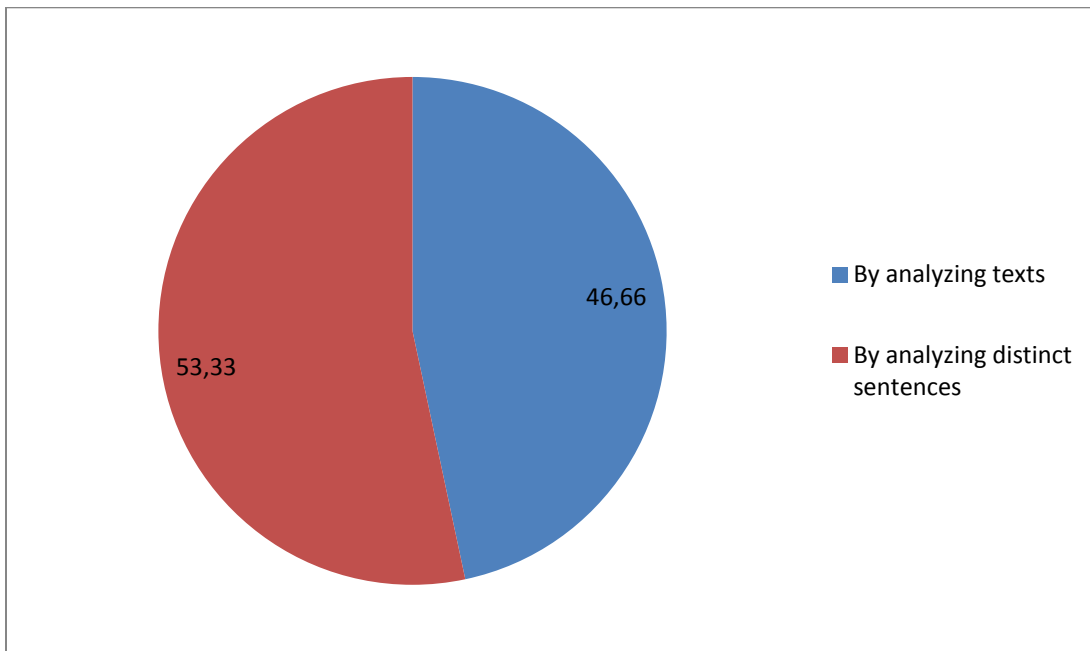
In this section we will investigate the students' performance in metaphor learning, the question above look for identifying the way students usually learn metaphors. The results show that 66.66% of the participants learn metaphor "by movies" which reflect the importance of media in bringing best authentic material to the learners from one part. Learners, in the other part who are exposed to this material, are feeling more engaged in the learning process. 26.66% of the students claimed that they learn metaphor by "analyzing distinct sentences" while 6.66% of them learn it through "analyzing texts". These two means of learning are the choice of the teacher in the classroom in which we noticed that metaphors are learned through analyzing distinct sentence more than analyzing text.

Item 02: which strategies you prefer to learn metaphor?

- a. Analyzing texts
- b. Analyzing distinct sentences

Option	Participants	Percentage (%)
a	21	46.66%
b	24	53.33%

Table 10: Favorable strategies of learning metaphors



Pie chart 09: Favorable strategies of learning metaphors

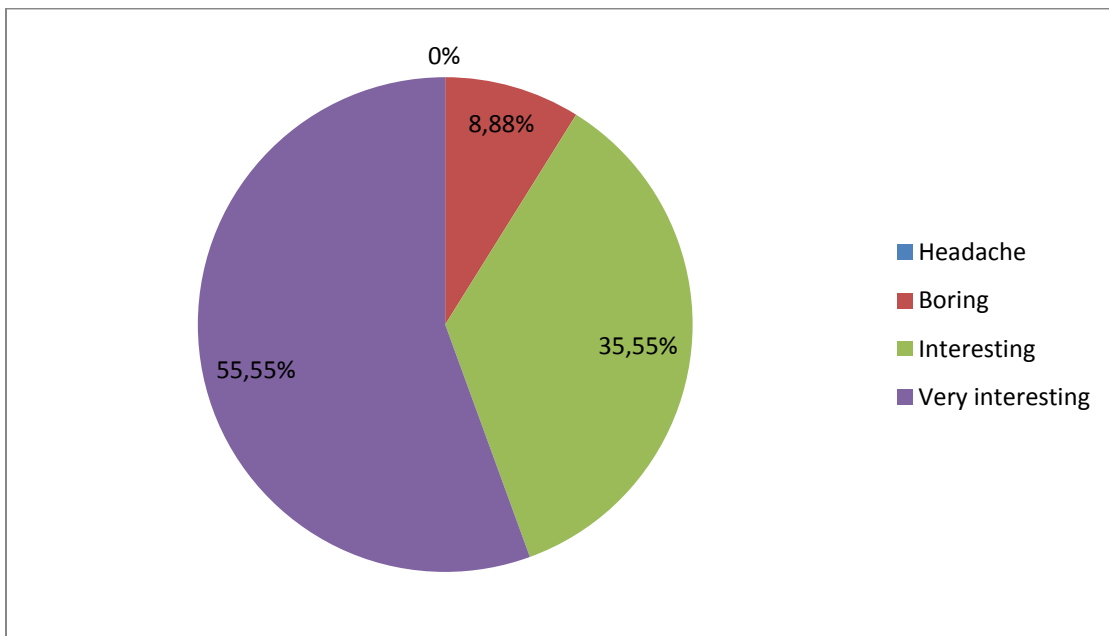
This question is very important because it shows the way students prefer to learn metaphors, the results of this question were similar to those of the previous one, in the sense that students prefer to learn metaphors by analyzing distinct sentences (46.66% of the respondents) more than analyzing texts (53.33%). In the former one, the learner can easily identify metaphor among a series of words by several techniques (intuition, guessing...), but in the latter one, the student should understand the context (surrounding words) in which metaphors takes place.

Item 03: how do you feel learning English metaphor?

- a. Headache
- b. Boring
- c. Interesting
- d. Very interesting

Option	Participants	Percentage (%)
a	00	00%
b	04	8.88%
c	16	35.55%
d	25	55.55%

Table11: Psychological aspect in learning metaphors



Pie chart 10: Psychological aspect in learning metaphors

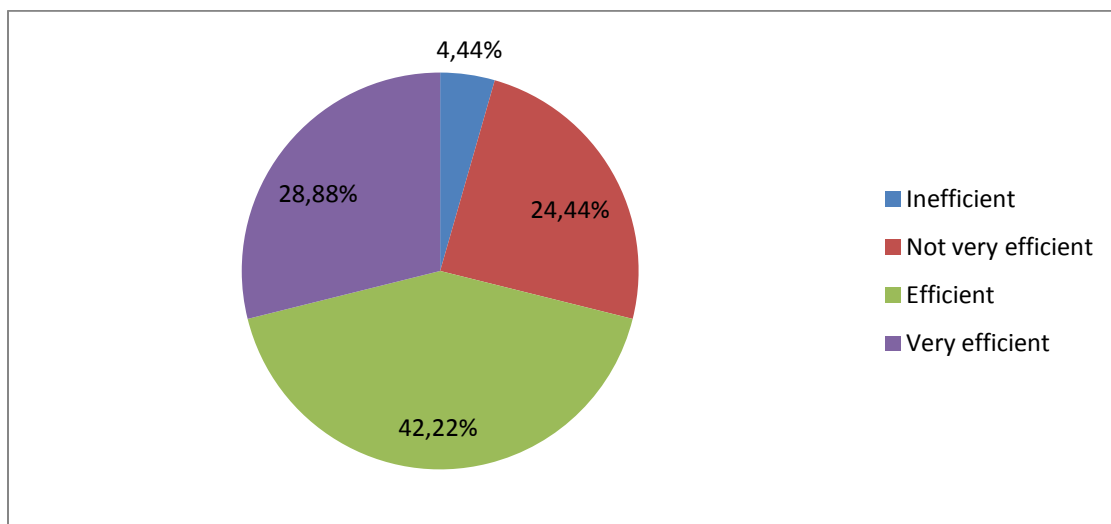
The question seeks to explore the psychological aspect of the students when learning metaphors, the results show that the majority (55.55%) are ”very interested” in learning English metaphors, 35.55% are “interested”, 8.88% are feeling “bored”, and none of the respondents feel “a headache”, the analysis of results reveal that metaphors are an interesting topic to the learners.

Item 04: how do you feel your efficiency in metaphor learning?

- a. Inefficient
- b. Not very efficient
- c. Efficient
- d. Very efficient

Option	Participants	Percentage (%)
a	02	4.44 %
b	11	24.44%
c	19	42.22%
d	13	28.88%

Table 12: Learners’ proficiency level in metaphor



Pie chart 11: Learners’ proficiency level in metaphor

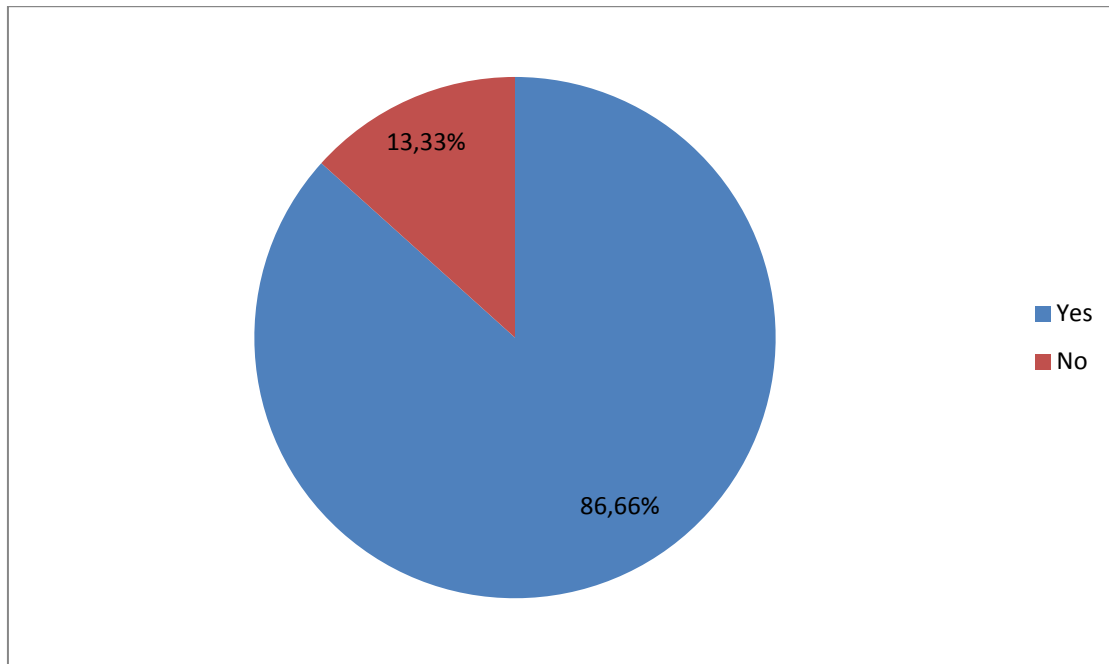
In this question, students were asked to express their proficiency level in English learning. As mentioned in the table below: 42.22% of them consider themselves as “efficient” in metaphor learning, 28.88% of them feel “very efficient” and 4.44% of the students feel “inefficient”.

Item 05: do you agree that instructions help you to develop your metaphorical competence?

- a. Yes
- b. No

Option	Participants	Percentage (%)
a	39	86.66%
b	06	13.33%

Table 13: the importance of instructions in learning metaphor



Pie chart 12: the importance of instructions in learning metaphor

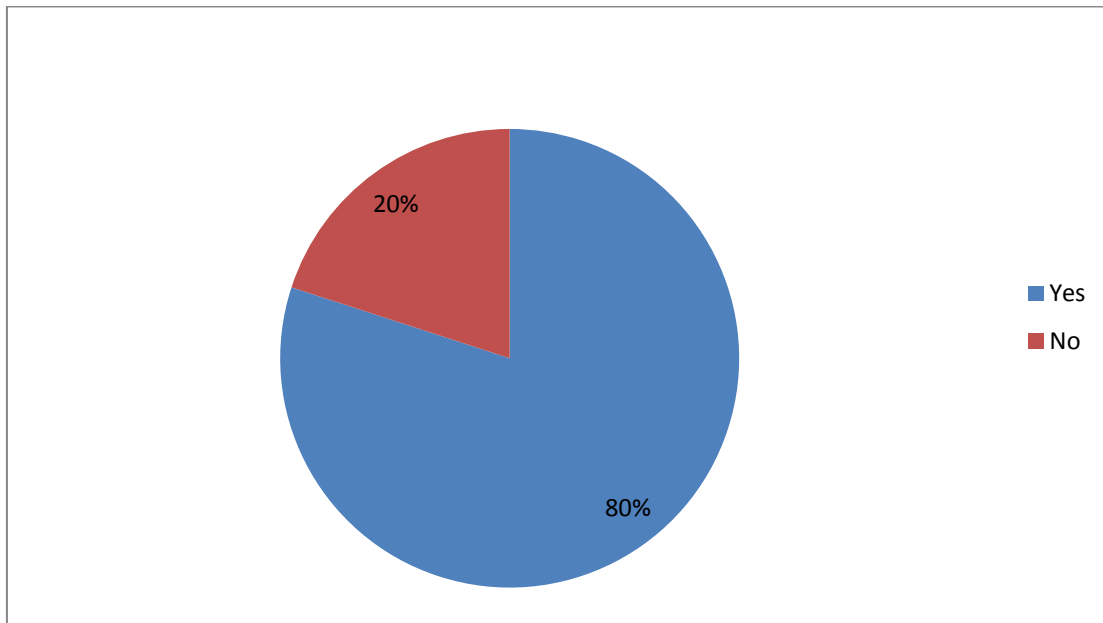
Most of the respondent (86.66%) argued that instructions help them develop their metaphorical competence while 13.33% of them ignore the role of instructions in learning metaphor.

Item 06: do you think that the presence of an instructor is essential to help you understand metaphors?

- a. Yes
- b. No

Option	Participants	Percentage (%)
a	36	80%
b	09	20%

Table 14: the importance of the instructor in learning metaphor



Pie chart 13: the importance of the instructor in learning metaphor

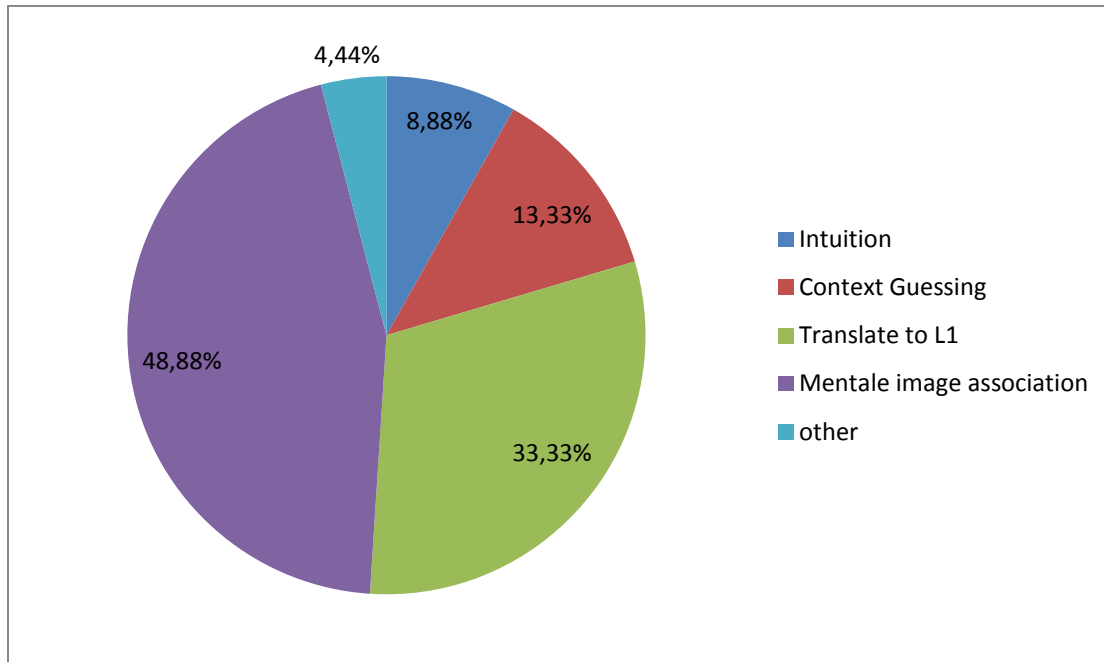
The vast majority (80%) of the students claimed that the existence of an instructor is essential to help them understand metaphor, therefore, for non-native speaker/reader of English, what is literal or metaphoric may not always be obvious, consequently, it will have implication for the success of their comprehension. In the opposite, 20% of the students claimed that the presence of an instructor may not be very essential, since metaphorical expressions reflect deep conceptual metaphoric root that structures our everyday conceptual system, including abstract concepts and...lies behind much of everyday language.

Item 07: what kind of strategies do you independently make to process metaphors in English?

- a. Intuition
- b. Context guessing
- c. Translate to L1
- d. Mental image association
- e. Other

Option	Participants	Percentage (%)
a	04	8.88%
b	06	13.33%
c	15	33.33%
d	22	48.88%
e	02	4.44%

Table 15: Strategies of processing metaphors



Pie chart 14: Strategies of processing metaphors

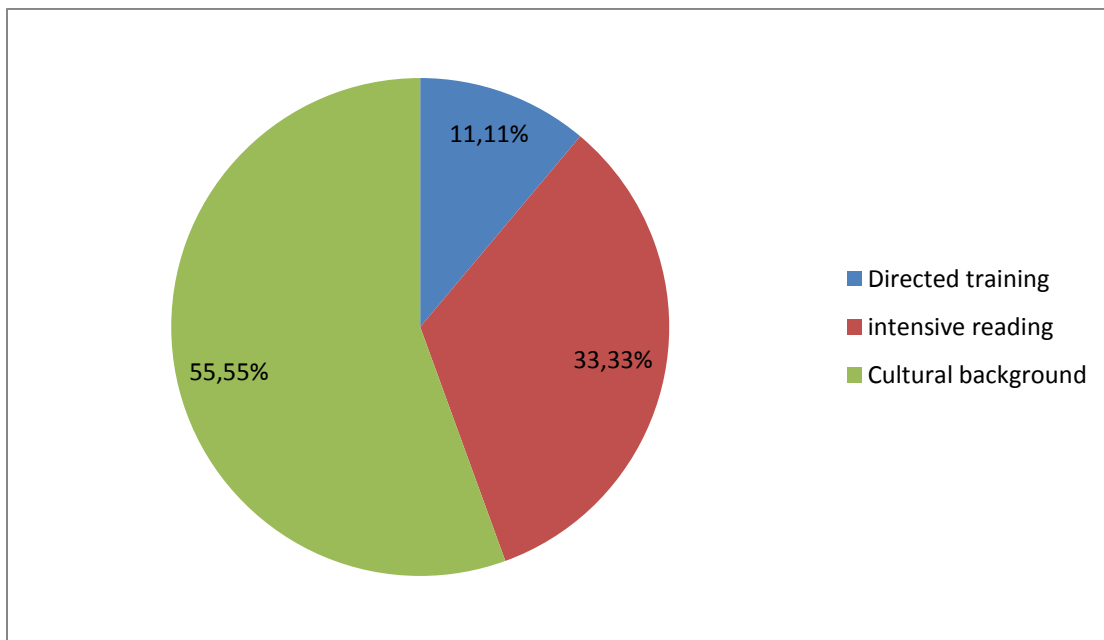
The question above is very important, it attempts to discover which of the given strategies is used to process metaphors in English. As illustrated in the table n° , 48.88% of the participants use “mental image association” to process metaphor which involves understanding one mental domain of experience in term of another. 33.33% of the respondents selected “Translate to L1” in order to process metaphor; which is the case of the majority of non-native learners. In fact, learners who rely only on the translation to L1 will have implication for the success of their comprehension, since most of the metaphors are culture specific.13.33% of the participants use “context guessing” in processing metaphors, which is widely used in analyzing texts.8.88% of them selected intuition which occurs when the literal understanding fails to achieve the true meaning of metaphor.

Item 08: in your opinion, do you think that metaphorical competence is the result of:

- a. Directed training
- b. Intensive reading
- c. Cultural background

Option	Participants	Percentage (%)
a	05	11.11%
b	15	33.33%
c	25	55.55%

Table16: The basis of metaphorical competence



Pie chart 15: The basis of metaphorical competence

The majority of the students 55.55% claimed that metaphorical competence is the result of cultural background, in which those who are constantly exposed to the target culture can easily enrich their metaphorical repertoire, 33.33% of the participants states that metaphorical

competence is the result of “intensive reading” in which studios readers can make recognizable improvement in processing metaphor while a minority (11.11%) of the respondents think that metaphorical competence in the result of “directed training” which require the presence an instructor (teacher) .

Analysis and Interpretation of the Teachers’ Questionnaires

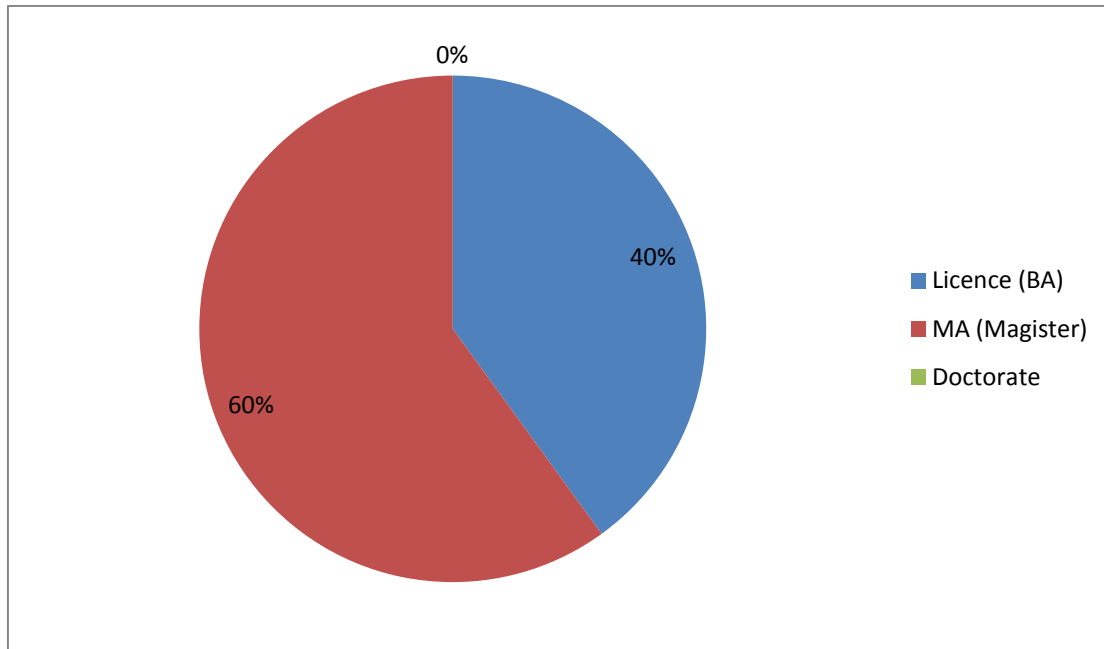
Section One: Background Information

Item 01: which degree you hold?

- a. License (BA)
- b. MA (magister)
- c. Doctorate degree (Ph.D.).

Option	Participants	Percentage (%)
a	02	40%
b	03	60%
c	00	00%

Table17 : Teachers’ degree



Pie chart 16: Teachers’ degree

The question below seeks to give an idea about the teachers’ degree. As the table indicated, the highest percentage related to those teachers who have got a magister degree 60% whose prepare their doctorate qualifications, about 40% of them had License degree and none of them have Doctorate degree. It is clear that the variation of these samples was beneficial because there was a big difference between the traditional style, methods, and way of teaching from generation to generation. Those teachers were experienced ones.

Item 02: How many years have you been teaching English?

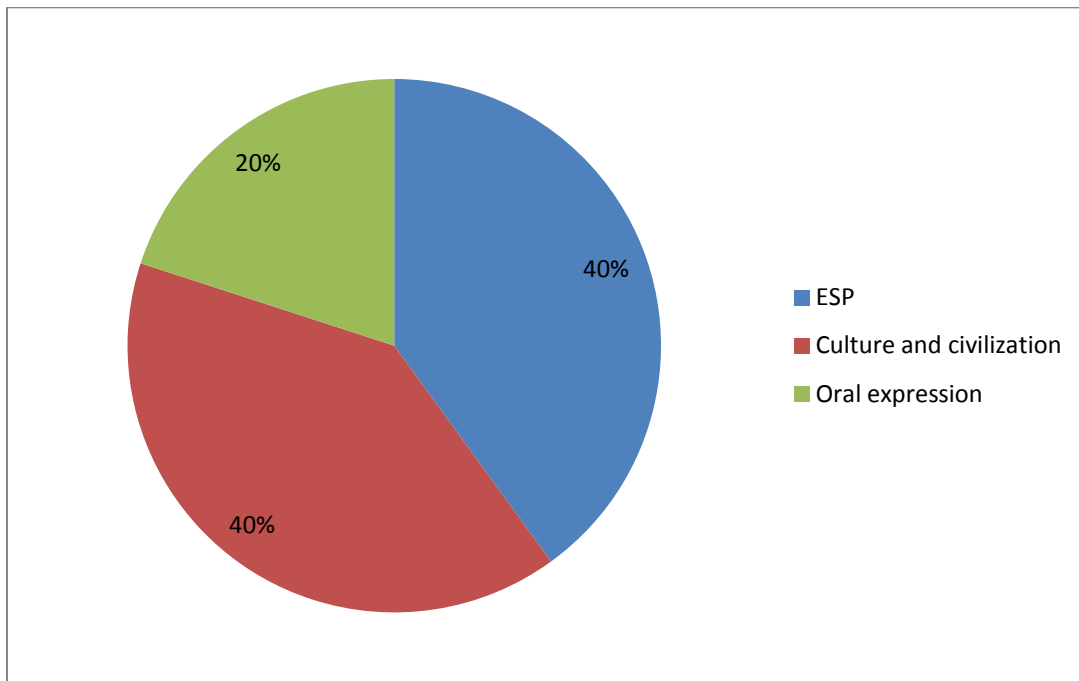
Number of years.....

As far teaching experience was very important to the study, most of the teachers who had more than one year experience teaching to twenty years’ experience teaching, they were familiar with the various methods used in teaching to promote learners’ metaphorical competence.

Item 03: which module are you teaching at the university?

Respondents	Module
Teacher 01	ESP
Teacher 02	ESP
Teacher 03	Culture and civilization
Teacher 04	Culture and civilization
Teacher 05	Oral expression

Table 18 : The module of teachers at the university



Pie chart 17: The module of teachers at the university

According to the respondents' results, 2 of teachers are teaching the module of "ESP" at the university, 2 of them are teaching the module of "culture and civilization" and one teaches "oral expression".

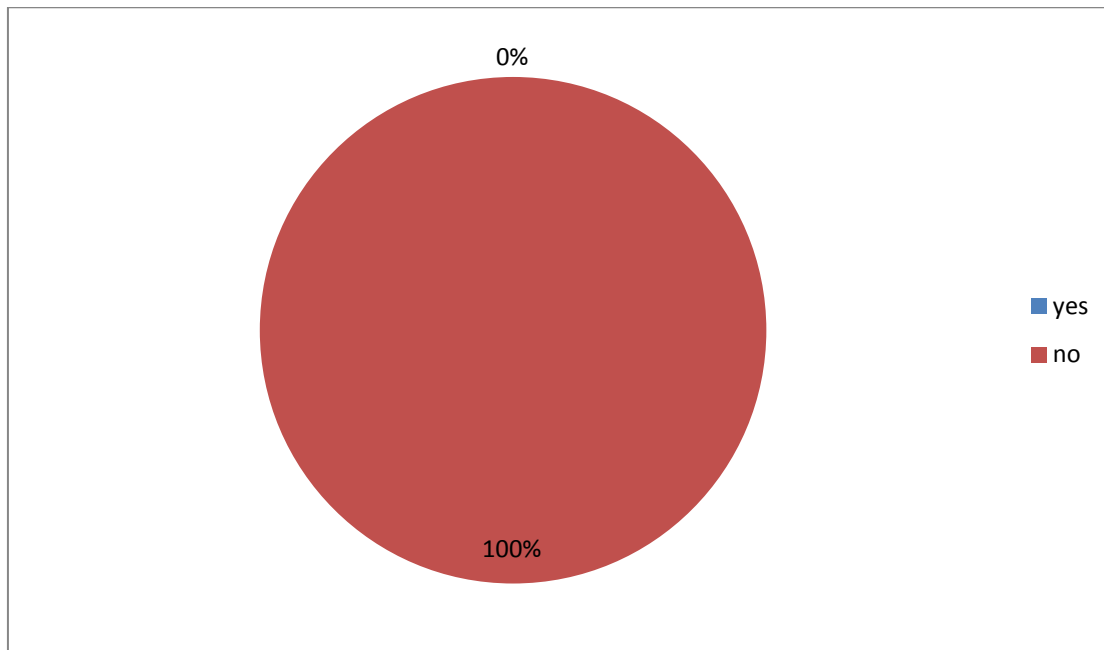
Section two: teachers’ perception of metaphors

Item 01: As a teacher of English, do you find it essential to use metaphor in the learning process?

- a. Yes
- b. No

Option	Participants	Percentage (%)
a	00	00%
b	05	100%

Table 19: The importance of metaphor in the learning process



Pie chart 18: The importance of metaphor in the learning process

This question has been asked to elicit both teachers’ and learners’ opinions about the use of metaphors in the teaching/learning process. All the participants (100%) ensured the effectiveness of using metaphors in teaching in order to enhance the learners’ ability to produce different

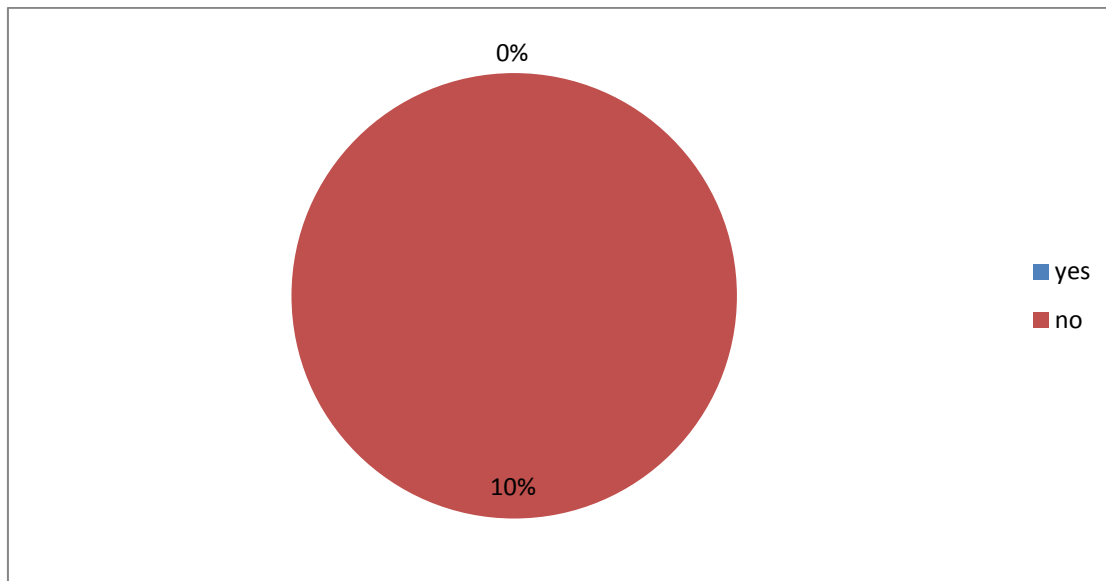
metaphorical expression in its specific context, as a result, improving their awareness in using various strategies to deal with metaphors.

Item 02: do you think that teaching English as a foreign language requires teaching its metaphors?

- a. Yes
- b. No

Option	Participants	Percentage (%)
a	00	00%
b	05	100%

Table 20: The importance of metaphors in teaching foreign language



Pie chart 19: The importance of metaphors in teaching foreign language

This question related to the previous question. It was clear from the above table that the result expressed was approximately similar. They argued that developing learners’ metaphoric competence based on the importance of incorporating metaphors into teaching English. The

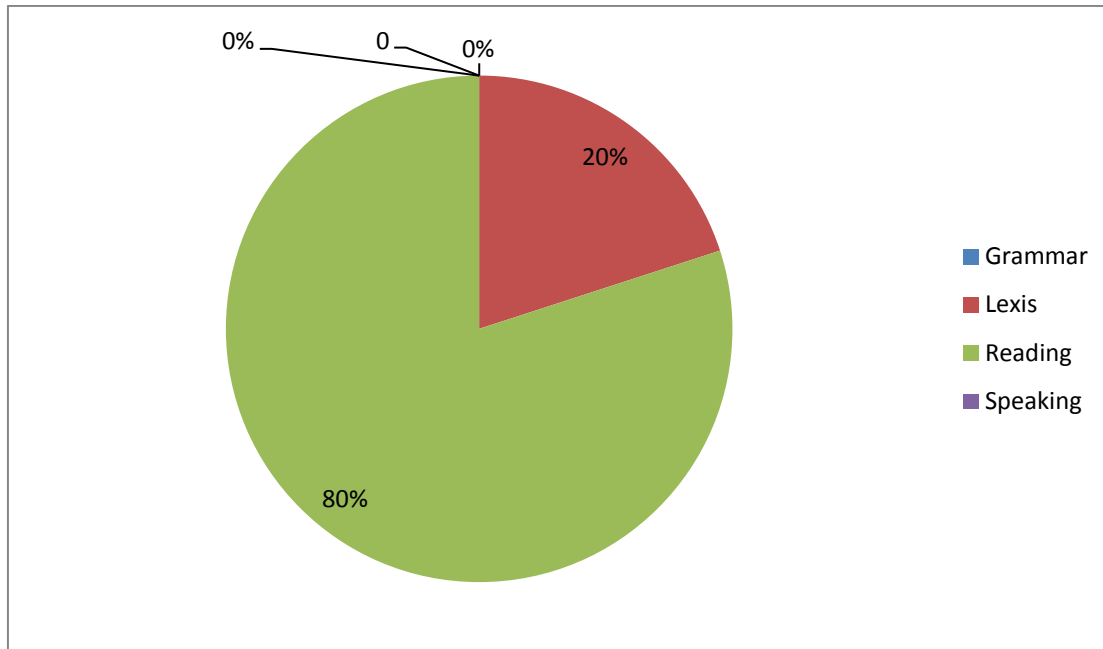
majority of teachers (100%) agreed that metaphors should be taught along with the language since language was just one instrument among others through which culture manifests itself. To understand a language was to be aware of its culture and metaphors in order to put it appropriately and avoid any kind of misunderstanding of pragmatic failure or even being rude.

Item 03: what do learners need to master in order to be metaphorically competent?

- a. Grammar
- b. Lexis (vocabulary)
- c. Reading
- d. Speaking
- e. Other

Option	Participants	Percentage %
a	0	0%
b	01	20%
c	04	80%
d	0	0%
e	0	0%

Table 21: Skills related to metaphoric competence



Pie chart 20: Skills related to metaphoric competence

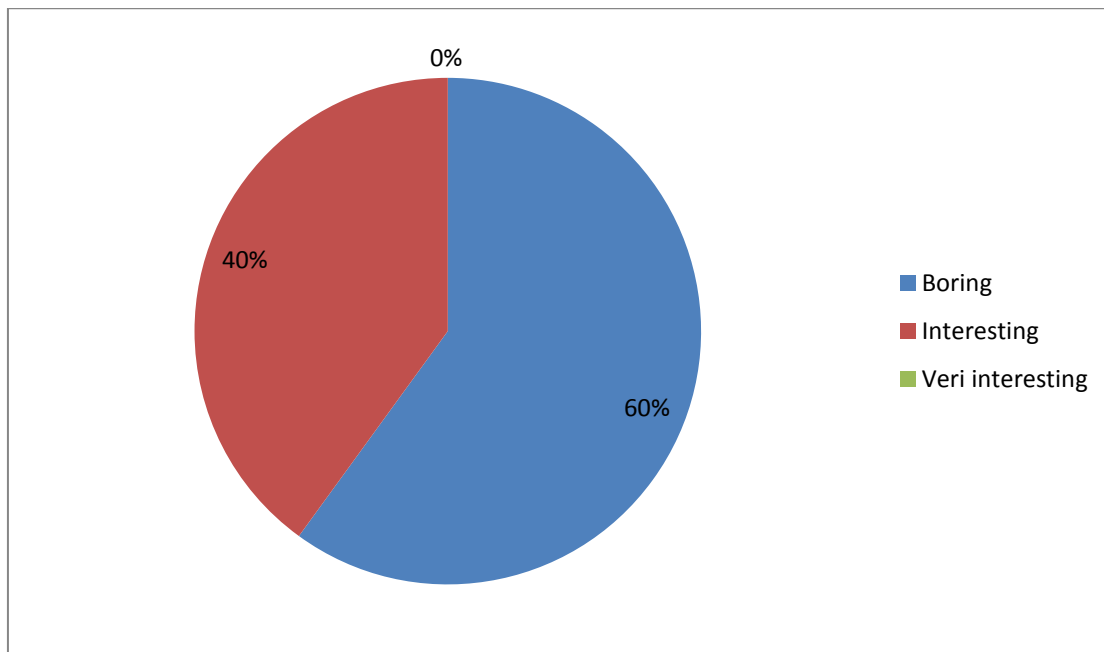
This question is very important because it aims to elicit the teachers' point of view about the skills that learners should have to be metaphorically competent. 80% of the participants focused on reading as an effective element in increasing learners' metaphorical competence, thus, studios readers are can easily process metaphors. 20% of the respondents claimed that learners should have the lexical competence that helps them understand at least the literal meaning of a metaphor .

Item 04: how do you describe the students' interaction vis-à-vis the use of metaphors during the teaching process?

- Boring
- Interesting
- Very interesting

Option	Participants	Percentage (%)
a	03	60%
b	02	40%
c	00	00%

Table 22: the students’ interaction vis-à-vis the of metaphors



Pie chart 21: the students’ interaction vis-à-vis the use of metaphors

The data collected show that our participants were not very satisfied with their students’ interaction vis-à-vis the use of metaphors during the teaching process, this can be due to several reasons: 40% of them said that the students were “interested”, while 60% of the participants described the students’ interaction as “boring” and did not reach the expected level from third year License. This can be returned to the student or to the teacher himself. The former one expresses a lack of motivation caused by non-understanding of metaphors or simply by the low level of English in general. Teachers on the other part can have a hand in this, by the lack of

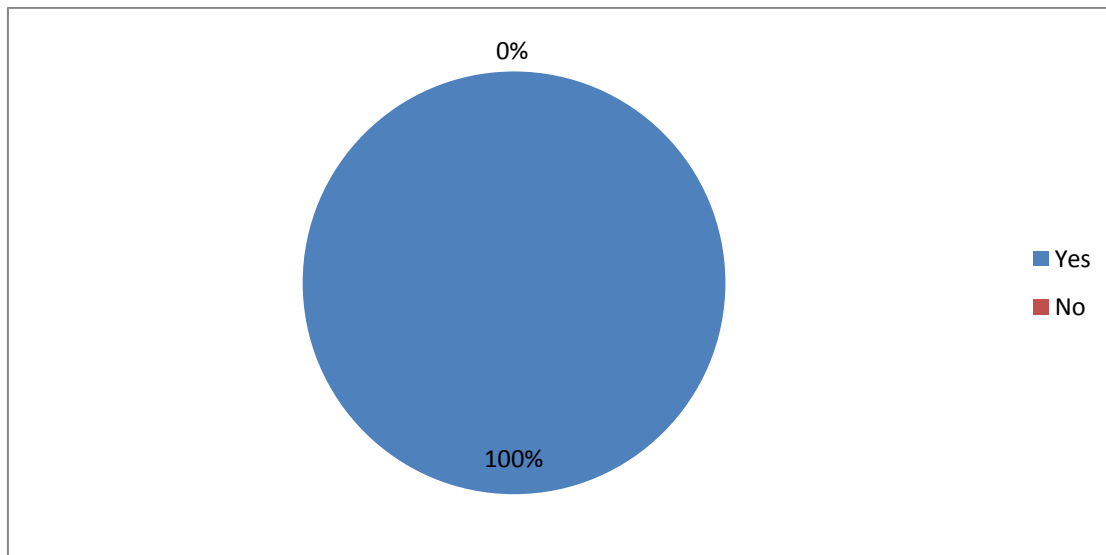
using metaphors during their explanation or using them inappropriately which can produce a misunderstanding problem to the students.

Item 05: do you think that metaphors are a useful means for explaining concepts in your teaching? Please provide an example in your response.

- a. Yes
- b. No

Option	Participants	Percentage (%)
a	05	100%
b	00	00%

Table 23: The importance of metaphor in teaching



Pie chart 22: the importance of metaphor in teaching

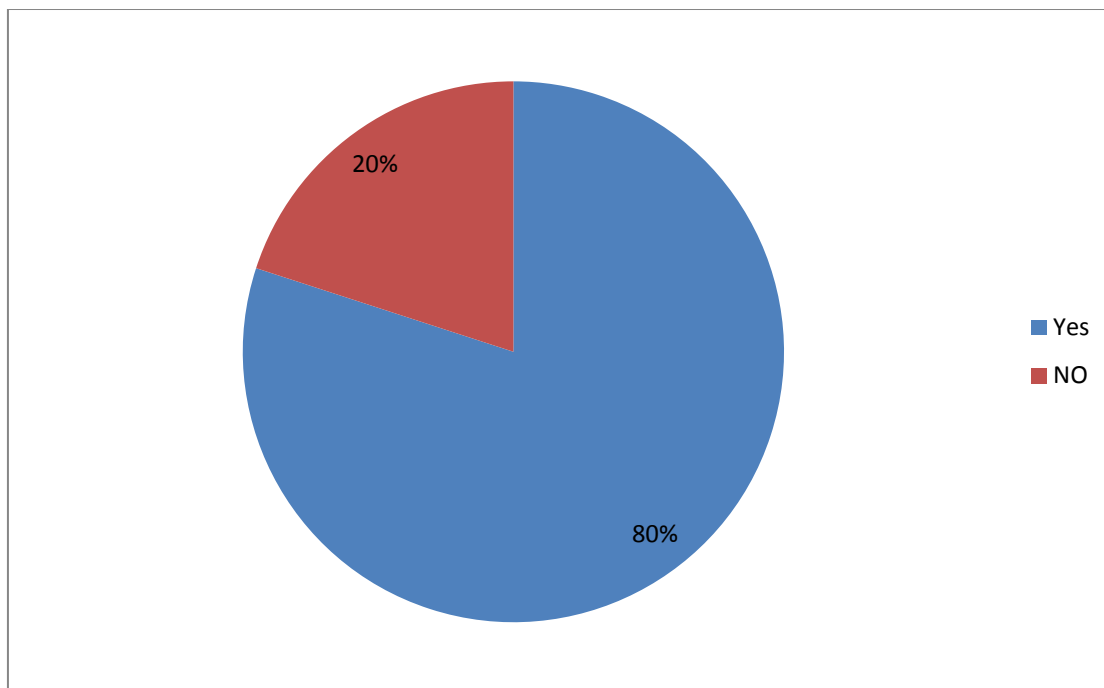
The vast majority 5 (100%) claimed that metaphors are useful means of explaining concepts in the teaching process since it clarifies the abstract concepts.

Item 06: do you consciously use conceptual metaphors to illustrate writing practices or process?

- a. Yes
- b. No

Option	Participants	Percentage (%)
a	04	80%
b	01	20%

Table 24: The importance of conceptual metaphor in illustrating writing practices



Pie chart 23: The importance of conceptual metaphor in illustrating writing practices

The question aimed to raise the teachers’ awareness to the importance of using conceptual metaphor in order to illustrate writing practices or process. According to the results presented in the table above, most of teachers 80% use consciously conceptual metaphors in teaching to

conceptualize the abstract concepts. 20% of the teachers do not use conceptual metaphors, this is can be due to the hesitation of not being understood or simply due to their ignorance of metaphor, which can have a long-term effect on the students' proficiency in understanding metaphors.

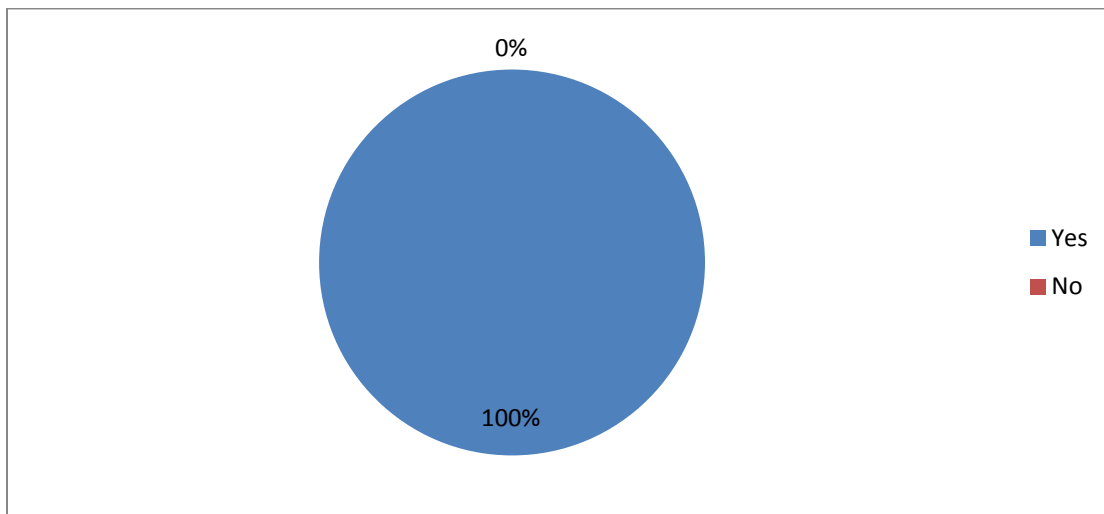
Item 07: do students indicate that metaphors improve their understanding of concepts?

- a. Yes
- b. No

Please provide some examples of this

Option	Participants	Percentage (%)
a	05	100%
b	00	00%

Table 25: The role of metaphor in understanding concepts



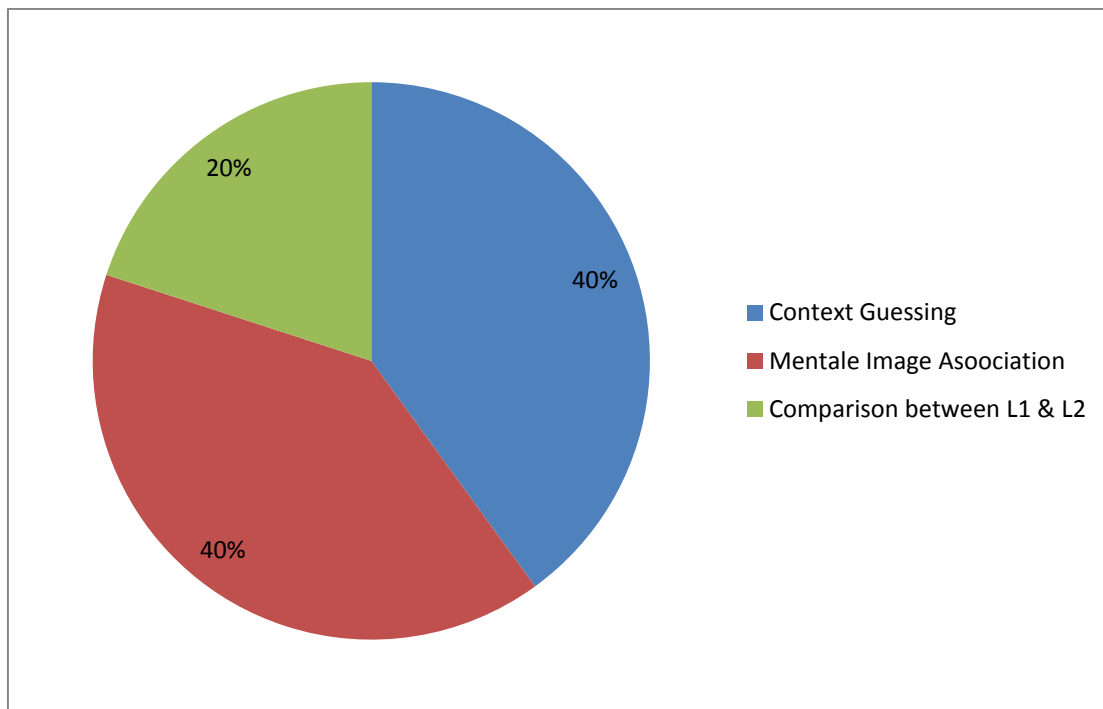
Pie chart 24: The role of metaphor in understanding concepts

As illustrated in the table above, most of the participants (5) 100% argued that their students indicated that metaphor improves their understanding of concepts. None of the teachers gave an example of this, maybe is it due to lack of time to answer this question.

Item 08: when a student reveals a comprehension issue, what are the strategies you suggest addressing this issue?

Respondents	Suggested strategy
Teacher 01	Context guessing
Teacher 02	Context guessing
Teacher 03	Mental image association
Teacher 04	Mental image association
Teacher 05	Comparison between L1 and L2

Table 26: Strategies of processing metaphors



Pie chart 25: Strategies of processing metaphors

As illustrated in the table below, 40% of the teachers suggested that “context guessing” is useful strategy when facing misunderstanding problem, 40% of the respondents claimed that the

strategy of “mental image association” can be used to address this issue, while 20% of the suggest comparing between L1 and L2.

Item 09: can you recommend any academic skills textbooks that use effective metaphors to enhance students learning?

Only one teacher gave a response to this answer, in which he suggest that teaching metaphor should be integrated indirectly in many modules especially the module of culture and civilization and pragmatics, in order to improve the learners’ metaphoric competence to enhance their communicative proficiency.

Conclusion

This chapter has presented the results and findings from the present study. It has highlighted the most important aspects of the findings and provided an in-depth interpretation of the issues. The chapter also discussed the research questions and objectives in relation to the results and how they have been reached. Additionally, the chapter compared the findings to previous research and reviewed theories that were relevant in the literature.

General Conclusion

The study aimed to shed light on the difficulties experienced by university students in the comprehension of metaphor in their discipline specific reading with a view to ultimately identify the comprehension strategies drawn on by such students to comprehend metaphor.

The research adopted a descriptive methods approach, using a semi-constructed questionnaire to enable the analyses of the participants' problems when encountering metaphorical expressions when engaged in reading. By combining these theories, it could be seen that strategies the participants used and the success of the strategies when encountering metaphorical expressions.

The aims of this research were reached through raising two main questions. These questions are presented separately in the section before and are discussed drawing on the findings

The quantitative results of the study revealed that not only are metaphorical expressions a problem for EFL university students, they are a major source of misunderstandings, more seriously, the qualitative results showed L2 readers are often not aware of their misunderstandings.

The misunderstandings encountered by the participants in the study were mainly due the metaphoric use of basic vocabulary and cultural differences in meaning. It was revealed in the semi-structured questionnaire that the L2 readers tend to read each word individually when encountering a problem and hence miss the overall meaning.

This study uncovered four main strategies that L2 readers tend to use when encountering metaphor: 1. Intuition 2, Context Guessing 3, Translation to L1, 4.Mental image association .the

latter seemed to be the most promising while Intuition was the least. It was not surprising that Mental Image Association was the most successful strategy; however, contrary to previous studies (Kern. 1994), the use of LI by the advanced L2 readers in this study was less successful in facilitating "the generation ... of meaning" (Kern. 1994. P.441). Moreover, more often than not, the influence of the LI use in understanding the metaphorical expressions proved to be counterproductive.

Context Decoding was the third most successful strategy (after mental image association and translation to L1) that concurs with previous studies, although with 50% less success than mental image association. Although all four strategies can be used successfully in understanding the metaphorical expressions in the study, all four can also be used unsuccessfully.

To sum up, the aim of this research has been fulfilled in terms of providing insights into the reading strategies L2 university students use when encountering metaphorical expressions. By this, the research was able to pinpoint the most successful strategies and the least successful.

Implication for Practice

The most prominent work done in this area (Littlemore, 2001a, 2002, 2004a, 2004b; Littlemore & Low, 2006a, 2006b) has pointed out that L2 university students struggle with metaphor in lectures conducted in English and recommended that lecturers may need to provide support for students in understanding their lectures by ensuring students have the contextual and background knowledge to understand metaphors. They could follow-up these expressions and concepts during their lectures and give students the opportunity to avoid any problems they are experiencing with the texts.

Further, all the teachers in the University of Biskra are non-native speakers of English; however, with the ever-changing environment due to internationalization, the demand for teaching in English at both the undergraduate and graduate level is on the increase. As a consequence, teachers are required to adapt their teaching to English, irrespective of their experience with the target language. The knowledge from this study will help teachers teaching in an L2 understand the problems students encounter. It also shows teachers the cultural implications of the differences in language usage and how omnipresent metaphor is of their course material. In addition, issues with language and cultural differences can be tackled with the aim of improving reading efficiency and effectiveness. As a teaching tool, educators in support center could work through discipline specific texts and implement the think-aloud technique to raise students' awareness of their individual problems when reading by highlighting their problem areas in texts and then conducting open discussions around the problems.

Recommandations

- The problems L2 university students encounter with their studies in a non-native speaking setting is relatively under-researched; therefore, it is recommended that more studies be dedicated to this field. Further, the field of Business and Economics has become increasingly prominent in recent years with a growing corpus of metaphors and metaphorical expressions, as found in this study, and it would be interesting to see if similar problems exist for other disciplines such as Medicine.

- Using such methodological technique like think-aloud required the participants to highlight anything in the text that they deemed problematic. This technique seemed to work as a teaching tool that raised metaphor awareness and also enlightened the students as to their individual problems when reading.

- This study was conducted in Biskra University with non-native students reading discipline specific texts in English. It would be interesting to extend the study and investigate the experience L2 speakers attending native English university reading similar discipline specific texts in English to explore language acquisition theories.

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Appendices

Appendix “A”

Questionnaire for teachers:

This questionnaire is part of the research work “Problems L2 Readers Encounter with Metaphor in Discipline Specific Text”. Kept anonymous your contribution will be a great help. You are kindly requested to answer this questionnaire by ticking the appropriate box or by making a full statement whenever needed. Thank you for your assistance.

Please answer the following questions:

Section one: Background information.

1. Which degree do you hold?

a. License (BA)

b. MA (magister)

c. Doctorate degree (Ph.D.)

2. How many years have you been teaching English?

Number of years

3. Which module are you teaching at the university?

.....

Section two: Teachers' perception of metaphors

1. As a teacher of English, do you find it essential to use metaphor in the teaching process?

a. Yes

b. No

2. Do you think that teaching English as a foreign language requires teaching its metaphors?

a. Yes

b. No

Why? Explain

.....

.....

3. What do learners need to master in order to be metaphorically competent?

a. Grammar

b. Lexis (Vocabulary)

c. Reading

d. Speaking

e. Other

4. How do you describe the students' interaction vis-à-vis the use of metaphors during the teaching process?

a. Boring

b. Interesting

c. Very interesting

5. Do you think that metaphors are a useful means for explaining concepts in your teaching?

Please provide an example in your response.

a. Yes

b. No

If yes, elaborate

6. Do you consciously use conceptual metaphors to illustrate writing practices or processes?

a. Yes

b. No

Please elaborate

.....
.....

7. Do students indicate that metaphors improve their understanding of concepts?

a. Yes

b. No

Please provide some examples of this.

.....
.....

8. When students reveal a comprehension issue, what are the strategies you suggest to address this issue?

.....
.....

9. Can you recommend any academic skills textbooks that use effective metaphors to enhance student learning?

.....
.....

Thanks again,

Appendix “B”

Questionnaire for students:

This questionnaire is part of the research work “Problems L2 Readers Encounter with Metaphor in Discipline Specific Text”. Kept anonymous your contribution will be a great help. You are kindly requested to answer this questionnaire by ticking the appropriate box or by making a full statement whenever needed. Thank you for your assistance.

Please answer the following questions:

Section one: Background information.

1. Do you know the concept of “metaphor”?

a. Yes b. No

2. Do you easily understand metaphors of the English language?

a. Yes b. No c. Sometimes

3. Do you use metaphor in English?

a. Yes b. No c. Sometimes

4. In your opinion, what is the position of metaphor in English learning?

a. Very important

b. Important

- c. Not important

Section two: Students’ understanding of metaphor learning

1. In your opinion, what knowledge you have learned is helpful for your metaphor learning?

- a. Lexical knowledge (suffix, root, and stem of words)
- b. Contexts of word
- c. Western Culture
- d. Native language
- e. Other

2. What are difficulties you encounter in comprehending metaphors?

- a. Misunderstanding
- b. Non-understanding
- c. Other

Please elaborate:.....

3. In your view, what is the source of this issue?

- a. Intercultural differences
- b. Lack of vocabulary
- c. Poor figurative language repertoire
- d. Lack of awareness

Section three: Students’ performance in metaphor learning

1. How do you usually learn metaphors?

- a. Analyzing texts
- b. By analyzing distinct sentences
- c. By movies

2. Which strategies you prefer to learn metaphor?

- a. Analyzing texts
- b. By analyzing distinct sentences

3. How do you feel learning English metaphor?

- d. Headache
- e. Boring
- f. Interesting
- g. Very interesting

4. How do you feel your efficiency in metaphor learning?

- a. Inefficient
- b. Not very efficient
- c. Efficient
- d. Very efficient

5. Do you agree that instructions help you to develop your metaphorical competence?

- a. Yes
- b. No

6. Do you think that the presence of an instructor is essential to help you understand metaphor?

a. Yes

b. No

7. What kind of strategies do you independently make to process metaphors in a foreign language?

a. Intuition

b. Context guessing

c. Translation to L1

d. Mental image association

e. Others

8. In your opinion, do you think that metaphorical competence is the result of:

a. Directed training

b. Intensive reading

c. Cultural background

Thank you for your elaboration.

ملخص

الاستعارة لها أهمية كبيرة في تعلم اللغة نظرا لأهميتها الكبيرة في تبسيط الظواهر المجردة والمعقدة إلى شروط أكثر واقعية وأسهل للفهم. بالنسبة للناطقين للغة الأم فإنهم يستعملون الإستعارة تلقائيا وبدون جهد، وفي كثير من الأحيان دون أن يلاحظوا هذا، لكن أجريت عدة بحوث أكدت أن غير الناطقين للغة الإنجليزية يجدون صعوبات في فهم الإستعارة. هذه الدراسة تسلط الضوء على الصعوبات التي يواجهها طلاب الجامعة سنة ثالثة اقتصاد بجامعة بسكرة بغرض تحديد أهم المشاكل التي يواجهونها والتعرف على الطرق والسبل التي يستعملونها لفهم الاستعارة في المجالات المتخصصة. الغرض من هذه الدراسة هو توسيع مجال فهم الإستعارة باللغة الإنجليزية بالنسبة للطلاب الغير ناطقين لهذه اللغة.